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ABSTRACT

This handbook contains analyses of 88 elementary and secondary legal education materials and includes many lawyers' critiques. It is intended to help teachers identify and select law instruction curricula which will most effectively meet the needs of students. The materials analyzed are listed alphabetically by title and include multimedia, student textbooks, teacher resource materials, and games and simulations. The authors have developed a taxonomy which organizes legal education materials according to their objectives into six categories: (1) role of law in society, (2) concepts related to law, (3) constitutional law and civil rights, (4) criminal law and the criminal justice system, (5) contemporary issues, and (6) substantive law. Each piece of material is tagged by category to aid teachers in the selection process. The individual analyses of the materials contain hard data about the publisher, author or developer, publication date, grade level, and cost. The rationale and objectives for each program, intended user characteristics, time necessary for implementation, major teaching/learning strategy, and content focus are also included. The handbook also contains a section on related resources in the ERIC system. (Author/RM)

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HANDBOOK OF
LEGAL EDUCATION RESOURCES

Compiled by
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PREFACE

In the past decade there has been wide recognition that law-related curriculum has a place in general education at the primary and secondary school levels. Literally thousands of efforts, ranging in scope from those of a single innovative classroom teacher to statewide programs, have been undertaken.

Most of the efforts to bring law-related studies to primary and secondary school students have certain very broad objectives in common. Goals shared by most law-related curricula include: (1) developing an appreciation of and respect for our legal system; (2) demonstrating the necessity of law; (3) developing an understanding of the consequences of breaking the law and the personal and social values of obeying it; (4) reducing alienation and increasing feelings of efficacy in dealing with the legal system; and (5) encouraging willingness to participate in the legal system.

There are, however, very significant differences in the nature of the content used to achieve these very broad educational goals. This leads to a question that every curriculum decision maker must ask: What exactly do I feel is most important for students to know, be able to do, and feel about the law? Can my objectives be best accomplished by having students: (1) study the workings of the criminal justice system; (2) learn fundamental principles of such subjects as contracts, torts, wills, sales; (3) examine the legal aspects of contemporary issues such as the energy crisis, women's rights, environment, drug use, abuse of governmental power; (4) explore the role of law in society--its nature, functions, and limits; (5) expand on subjects such as civil rights and the Constitution, already familiar in social studies course work; or (6) develop from a legal perspective such broad concepts as justice, freedom, authority, and responsibility?

Deciding on broad objectives and identifying an appropriate content focus is not the end of the story, however. Other key issues should be considered before a law-focused course is finally implemented in the classroom. These include: (1) identifying needs of the particular students who will be involved in the program; (2) selecting appropriate published course material from the growing body of available materials; (3) considering the extent and nature of additional training the classroom teacher might need before introducing new material; and (4) identifying and utilizing resources in the community to assist in developing new curriculum.

One would hope that all of these issues would be considered before introducing law-related materials into social studies curriculum. Often, as this new subject area has come to the classroom, such matters have not been considered. The *Handbook*, by categorizing different kinds of law-related materials, can assist teachers in rationally identifying learning objectives for their students, in selecting appropriate materials from available published sources, and in drawing on useful community resources. For the teacher who is already involved with law-related course work, this *Handbook* may assist in sharpening learning objectives and leading to relevant materials that may supplement an ongoing program.

A. Bruce Campbell, Esq.
Education Committee
Colorado Bar Association

ACKNOWLEDGMENTS

The *Handbook of Legal Education Resources* reflects the intention of many persons to provide educators and professionals in law-related fields with a comprehensive guide to legal education teaching materials. The *Handbook* is designed to help educators and other interested persons make those curriculum choices which will most effectively meet the needs of students. In a curriculum area that is growing as rapidly as is legal education, such a task has been both frustrating and rewarding.

Much credit for preparing the legal critiques of curriculum materials must go to the members of the Education Committee of the Colorado Bar Association under the chairmanship of the Honorable David W. Enoch. Special thanks for their support and helpful advice also goes to Lawrence Wood, Esq., and Donald Stubbs, Esq., past presidents of the Colorado Bar Association.

Others who assisted with the production of the *Handbook* are A. Bruce Campbell, Esq., of the Education Committee of the Colorado Bar Association who worked on its conceptualization and the content categorization scheme, and Luther Ford, Roxy J. Pestello, Jeanne E. Race, and Ron Schukar who analyzed materials. Nancy Wyner, Professor of Education, Wheelock College, prepared the "Bibliography of Basic Legal Concepts in Children's Literature" which provides a unique and exciting source of materials useful for law education.

Thanks are also due to Janet Jacobs, Peter Cohen, Mary Ann Dunlap, and Judy Hedstrom whose editing greatly improved the readability and to Nancy Vickery and Cherie Kuhn who typed the manuscript and somehow made it all come together. Finally, thanks must go to James E. Davis, Associate Director of ERIC/ChESS, and to Irving Morrissett, Executive Director of SSEC.

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INTRODUCTION

The *Handbook of Legal Education Resources* has been designed to make easier the task of selecting legal education curricula. The difficulties inherent in making an informed judgment include identifying what is available, asking "good" questions in order to determine quality, and developing a classification system that will facilitate matching individual and school district goals with programmatic objectives. This section of the *Handbook* includes "A Method of Appraising Legal Education Materials" as well as a way to deal with the "objectives problem."

A Method of Appraising Legal Education Materials

School personnel often have a need to appraise material in a systematic, yet expedient, way. Following is a series of questions one can use to analyze material quickly and meaningfully.

1) What is the program's rationale about society, the student, content, and learning/teaching strategy?
2) What are the primary objectives of the program?
3) Does the content complement the objectives and rationale?
4) What related materials are available and/or necessary?
5) What kinds of classroom activities characterize the program?
6) Is there an adequate diversity of activities in the program?
7) Is the student material appropriate for the students to whom it is to be taught?
8) Are there adequate evaluation techniques to apply to the instructor and the students?
9) What, if any, special skills do the instructors of the program need to have?
10) Does the program build concepts, teach facts, utilize higher thought processes such as analysis, synthesis, evaluation?
11) Are there special requirements of administration, cost, community approval, or additional staff required?
12) Can the material be reused in the same class, used in other disciplines, or in any other alternative way?

The Objectives of Legal Education Materials

As has been suggested, one of the questions that should be answered during the materials selection process is "What are the primary objectives of the program?" A second, related and equally important, concern is whether the program objectives match the objectives and goals which the individual teacher or school district wishes to achieve. A careful analysis of curriculum materials indicates that in general, all law-focused education programs have been designed to:

1) develop an understanding of such concepts as justice, freedom, equality, fairness, law, legal institutions, legal sanctions, due process, and so on.
2) demonstrate the necessity of law and a government of laws.
3) reduce alienation.
4) increase feelings of efficacy.
5) demonstrate that law is not static, and further show how it can be changed.
6) develop appreciation of and respect for the merits of our legal system and its representatives.
7) encourage willingness to participate in the legal system and to expend energies affirmatively to improve it.
8) encourage criticism of our legal system to be reasoned and constructive.
9) develop an appreciation of the complexities of social problems on which law works.
10) develop tolerance of and reduce frustration about the imperfections of our legal system.
11) develop an understanding of the consequences of breaking the law and the values--personal and social--of obeying it.
12) teach youth how to make reasoned judgments.
13) develop analytical skills.

Categories of Legal Education Materials

Unfortunately, while it is obviously necessary to be aware of the general objectives of legal education in order to recognize the parameters of this field, general objectives are too broad to be of much use in selecting materials. They need to be broken down and arranged into some sort of classification scheme. The following taxonomy organizes legal education materials according to their objectives into six categories: (1) role of law in society, (2) concepts related to law, (3) Constitutional law and civil rights, (4) criminal law and the criminal justice system, (5) contemporary issues, and (6) substantive law.

Category I: Role of Law in Society. In general, materials which focus on the role of law in society are designed to:

1) develop an understanding of why law is necessary in society as we know it.
2) develop an understanding of the various ways that law works on social needs or problems.
3) develop an understanding of the role of the individual in law's work.
4) develop an understanding of the various functions that law performs in our society.
5) encourage students to critically evaluate the procedures and techniques employed in enforcing the law.
6) encourage students to evaluate the outcomes achieved by law.
7) develop an understanding of the relations between law and other social forces.
8) develop an understanding of the relationship between law and social change.
9) develop an appreciation that law by its nature has limitations.
10) develop an awareness of the consequences of using methods other than the law for solving disputes.

The content of materials in this category most often deals with:

1) Need for laws
2) Techniques of law
3) Basic functions of law
4) Process values
5) Limits of law
6) Law and social change
7) Constitutional protection of basic social values

Curriculum materials in this category are:

The American Legal System
Can of Squirms
Concepts and Inquiry
Concerning Dissent and Civil Disobedience
Contemporary Concerns
Crime and Custom in Savage Society
Current Affairs Case Studies
Dimensions of Personality
First Things: Values
Foundations of Justice
Justice and Order Through Law
The Justice Game
Law and Justice for the Intermediate Grades
Law and Order: Values in Crisis
Law in Action Series
Legal Education Materials for Elementary and Intermediate Grades
Political Anthropology
Rules
Street Law: A Course in Practical Politics
Teaching About the Law
They Shoot Marbles, Don't They?

To Reason Why

Values Clarification: A Handbook of Pratical Strategies for Teachers and Students

"... With Justice for All?"

Category II: Concepts Related to Law. In general, materials which focus on concepts related to law are designed to:

1) develop an understanding of the meaning of democracy and a commitment to its procedures.
2) develop an understanding of the need for legitimate authority.
3) develop an understanding of the purpose of law.
4) provide the criteria for evaluating laws.
5) develop an understanding of the complexities of political and/or legal issues.
6) develop an awareness of the gap between the ideals and the realities of our political system.
7) increase the feelings of students that they can influence political decisions through participation in the democratic process.
8) develop an appreciation of the values of diversity and pluralism.
9) teach appropriate democratic procedures for creating and changing laws.
10) teach procedures for managing conflicts over interpretation and application of laws.

The content of materials in this category most often deals with:

1) Participation
2) Justice
3) Responsibility
4) Diversity
5) Authority
6) Property
7) Privacy
8) Freedom

Curriculum materials in this category are:

Can of Squirms

Concepts in Law: A High School Text

Conflict, Politics, and Freedom

Dimensions of Personality

Foundations of Justice

In Search of Justice

Law in a Free Society Program

Our Working World

Teaching About the Law

To Reason Why

Values Clarification: A Handbook of Practical Strategies for Teachers and Students

Category III: Constitutional Law and Civil Rights. In general, materials which focus on constitutional law and civil rights are designed to:

1) develop an understanding of what constitutionalism is--the function of a constitution.

2) develop an appreciation of the importance of the liberties provided in the U.S. Constitution and understanding of how protection of constitutional freedoms is critical to preservation of certain fundamental social values.

3) develop an awareness of the significance of the Bill of Rights.

4) develop an appreciation of the dynamics of conflict between needs of society at large and individual liberties.

5) impart information about the historical development of constitutional rights and issues.

6) develop an understanding of the civic roles and responsibilities that must be fulfilled if the protections of a constitution are to remain viable.

7) develop an understanding of the nature of the institutions and processes through which civil rights are given meaning and application.

8) develop an understanding of the fact that change is inevitable and that each generation must make decisions relative to the problems caused by change.

9) develop a commitment to the judicial process as the best way to resolve constitutional issues.

10) develop an ability to apply constitutional issues to everyday occurrences.

The content of materials in this category most often deals with:

1) Freedom of expression
2) Freedom of religion
3) Freedom from search and seizure
4) Criminal due process
5) Equal protection of the law (race, voting, education, housing, employment)
6) Structure of government (federalism)

Curriculum materials in this category are:

ACLU Handbooks

Attorney's Source Book

Audio-Visual Resource Kits

The Bill of Rights: A Handbook for Teachers

Bill of Rights Newsletters

Can of Squirms

Civil Liberties Today

Concerning Dissent and Civil Disobedience

The Constitution: A Living Document

The Constitution of the United States

Current Affairs Case Studies

Dimensions of Personality

Dissent and Protest: The Montgomery Bus Boycott

Do We Really Have Freedom of the Press?

First Amendment Freedoms

Foundations of Justice

Fundamental Freedoms Series

In Search of Justice

Inquiry

Institute for Political and Legal Education

It's Your Right: The Law Says

Judges

The Judicial Process

Law in Action Series

Legal Awareness

Legal Education Materials for Elementary and Intermediate Students

Our Bill of Rights

Social Studies Unit Books

Special Report Series

Street Law: A Course in Practical Politics

Studies in Political Science

The Supreme Court on Racial Discrimination

Teaching About the Law

Teenagers and the Law

To Reason Why

Trailmarks of Liberty

USA Series

Values Clarification: A Handbook of Practical Strategies for Teachers and Students

"... With Justice for All?"

Your Rights and Responsibilities as an American Citizen

Category IV: Criminal Law and the Criminal Justice System. In general, materials which focus on criminal law and the criminal justice system have been designed to:

1) promote a more positive attitude toward the basic legal structure--the laws, the enforcement of law, and the judicial interpretation of law.
2) develop an understanding of the history and rationale of the criminal justice system.
3) develop an understanding of how the criminal law really operates (the processes from the enactment of a criminal statute to parole or incarceration of an offender, and the roles of the people involved in the process).
4) provide an avenue of communication between students and various agencies and personnel of the criminal justice system.
5) involve students in affective experiences which arouse interest in the concerns, problems, and needs of the criminal justice system.
6) develop an understanding of each citizen's rights and obligations with respect to criminal law.
7) develop a better understanding of what is right and what is wrong with the criminal justice system and its administration in our society (in order to equip the student to influence the improvement of the criminal justice system).
8) familiarize the student with some relevant criminal prohibitions.

9) develop an understanding of the consequences of breaking the law and the value--social and personal--of obeying it.

10) develop an understanding of social and psychological sources of crime and delinquency.

The content of materials in this category most often deals with:

1) Reasons for punishment
2) Administration of the system

Curriculum materials in this category are:

America's Prisons

Attorney's Source Book

Audio-Visual Resource Kits

Can of Squirms

Changing Adolescent Attitudes Toward Police

Contact: Law: You, the Police, and Justice

Contemporary Concerns

Crime and Criminalization

Crime and the Law

Criminal Justice

Current Affairs Case Studies

Dimensions of Personality

Fundamental Freedoms Series

High School Social Studies Program

Innocent Until...

Inquiry

In Search of Justice

Institute for Political and Legal Education

The Jury Game

The Justice Game

Justice in America Series

Kids in Crisis

Law and Justice for the Intermediate Grades

Law Enforcement and Criminal Justice

Law in Action Series

Law in a Democracy Series

Legal Awareness

Legal Education Materials for Elementary and Intermediate Grades

Moot

On the Spot

Police Patrol

Project Benchmark

Public Issues Series

The Right to Counsel in American Courts

Social Studies Unit Books

Special Report: The Fight Against Crime

Street Law: A Course in Practical Politics

Teaching About the Law

Teenagers and the Law

To Reason Why

USA Series

Values Clarification: A Handbook of Practical Strategies for Students and Teachers

Victims of Justice

Voices for Justice: Role Playing in Democratic Procedures

War Crimes Trials

"... With Justice for All?"

Youth and the Law

Category V: Contemporary Issues. In general, materials which focus on contemporary issues have been designed to:

1) present a number of different views of the nature and causes of pressing social problems.
2) develop an understanding of the dynamics and complexities of relevant social issues and problems.
3) provide a body of knowledge to better equip students to confront issues or problems related to the law.
4) develop a capacity to recognize the legal dimensions or legal issues within a contemporary social problem.
5) develop an awareness of value conflict.
6) develop the ability to analyze and deal with conflict situations.
7) develop an understanding of the law's role in dealing with conflict situations.
8) expose students to a number of conclusions which a variety of people (including lawyers, police, jurists, etc.) have formulated concerning social problems.
9) develop abilities to perceive relationships and judge the accuracy of statements.
10) teach students how to make reasoned judgments.

The content of materials in this category most often deals with:

1) Criminals and crimes (delinquents)
2) Prisons and penal systems
3) Riots and right to dissent
4) Drug abuse
5) Civil rights and civil liberties
6) Law enforcement
7) Poverty
8) Welfare

Curriculum materials in this category are:

America's Prisons

Analysis of Public Issues Program

Audio-Visual Resource Kits

Can of Squirms

Civil Liberties: Contemporary Case Studies

Dimensions of Personality

Dissent and Protest--The Montgomery Bus Boycott

Inquiry into Crucial American Problems

In Search of Justice

Justice in America Series

People and the City

Problems of American Society Series

Social Studies Unit Books

Sociological Resources for the Social Studies

Special Report: The Fight Against Crime

Street Law: A Course in Practical Politics

Teaching About the Law

To Reason Why

Urban America Series

Values Clarification: A Handbook of Practical Strategies for Students and Teachers

Category VI: Substantive Law. In general, materials which focus on substantive law are designed to:

1) demonstrate the necessity of law and a government of laws.
2) give students, especially the disadvantaged, a working knowledge of law that is relevant to their lives.
3) demonstrate that law is not static and further show how one may change the law.
4) challenge students to seek lawful solutions for change.
5) develop positive attitudes toward the legal system and its representatives.
6) foster respect for life and for real and personal property.
7) foster acceptance of conflict as characteristic of the growth of individuals and society.
8) teach the inherent worth of every individual and the recognition of this worth in the language of the Bill of Rights and civil rights legislation.

The content of materials in this category most often deals with:

1) Consumer rights
2) Torts
3) Criminal law
4) Trial procedure
5) Juvenile rights
6) Drugs
7) Business organization
8) Property
9) Employment
10) Welfare
11) Family
12) Taxation

Curriculum materials in this category are:

Attorney's Source Book

Can of Squirms

Dimensions of Personality

Inquiry

Legal Awareness

Lessons in Conflict

Teaching About the Law

Teenagers and the Law

To Reason Why

Values Clarification: A Handbook of Practical Strategies for Students and Teachers

It should be noted that the above taxonomy does not represent the *only* valid classification scheme. Other experts in the field could certainly design equally good systems. In addition, any attempt to arbitrarily classify materials is a difficult task at best. Many materials fit into two or even more of the categories. Although materials are categorized according to their most predominate characteristics, many programs may have a primary substantive focus in one category and yet contain substantial content which would work well in other categories. This characteristic is difficult to handle and thus may not be reflected satisfactorily. Readers are certainly encouraged to do their own careful analysis and group materials in the ways that seem most useful to them.

Despite these problems, however, it seems imperative for those who will be selecting curriculum materials to use *some* system of categorization. It is only in this way that diverse community needs and aspirations, and dissimilar programs with disparate sets of objectives can be satisfactorily matched. If a teacher believes, for example, that it is important for students to learn about such things as the nature of law and its function in society, he or she would most likely be interested in selecting materials from Category I, The Role of Law in Society.

On the other hand, if objectives from several categories seem useful, one might decide to mix and match materials. The need for law and techniques of law (Category I foci) fit well with such items as the reasons for punishment and administration of the justice system (Category IV foci).

The next section of the *Handbook* contains individual analyses of materials, many with lawyers' critiques. All are alphabetized according to title. Each analysis sheet contains, in the upper right hand corner of the page, an indication of the kind of material it represents (e.g., multimedia, text, teacher resource, games and simulations) and the category of each program. Also, for those items that are in the ERIC system, the ED (ERIC Document) number is given. If one is interested in supplementary materials that focus on Criminal Justice (Category IV), analyses of teacher resources, texts, and games and simulations as well as materials from other categories can be excluded from consideration.

The individual analysis of the materials contains hard data about the publisher, author or developer, publication date, grade level, and cost. The rationale and objectives for each program, intended user characteristics, time necessary for implementation, major teaching/learning strategy, and content focus are also included.

Grade level indications reflect the publishers' appraisal of where their materials may be most appropriately taught. They should not be considered recommendations by the analyst. In general, the analyses are intended to be analytic and not evaluative. The compilers of the *Handbook* feel strongly that materials that work well in one community may not be useful in other settings or classrooms. We have, therefore, tried to indicate the general characteristics of each program and avoid value judgments which would only reflect our personal preferences and styles.

It should also be noted that the cost of each program was correct at the time of publication. Given the tendency of prices to be advanced very rapidly, these figures may provide only a general notion of what the most current cost may be. *We strongly urge readers to contact their publishers' representatives before ordering materials.*

There has not been an attempt to be exhaustive in the selection of materials for analysis. Rather, materials that are representative of what is available have been included. In addition to materials which have as their primary focus legal education, a few programs which are not law-focused have been included. Two of these are elementary basal programs, *Concepts and Inquiry* (Allyn and Bacon), and *Our Working World* (Science Research Associates). Legal themes have been integrated into the content of both of these programs and they could be highlighted or expanded by teachers wishing to provide this thrust in their classrooms. Similarly, *Analysis of Public Issues* (Houghton Mifflin), *Political Anthropology* (Anthropology Curriculum Project), and the materials from Sociological Resources for the Social Studies (Allyn and Bacon) might not immediately come to mind as materials useful in teaching about the law. All do, in fact, contain important legal content. *Political Anthropology*, for example, emphasizes the role of law in society from an anthropological perspective.

Three bibliographies--one listing commercially available materials; another listing selected resources in the ERIC system; and another annotating children's literature containing basic legal content--may be found near the end of this volume. If additional resources seem necessary to meet special classroom needs, one of the programs listed in the bibliographies may be just the "right" one.

Finally, several indexes may give readers help in locating analyses of specific types of materials. The indexes list materials by author/editor/consultant/director, grade level, type (text, multimedia, etc.), project, publisher, and specific titles within series.

Category III
Text

AMERICAN CIVIL LIBERTIES UNION HANDBOOKS

The Rights of the Poor
The Rights of Servicemen
The Rights of Students
The Rights of Teachers
The Rights of Women

Authors: Robert S. Rivkin, Susan C. Ross, and Sylvia Law

Publisher: Avon Books
959 Eighth Avenue
New York, New York 10019

Availability: From publisher

Publication Dates: 1972, 1973, 1974, 1977

Grade Level: 10-12

Cost of Materials: *The Rights of the Poor*, $1.25; *The Rights of Servicemen*, $1.25; *The Rights of Students*, $1.50; *The Rights of Teachers*, $1.25; *The Rights of Women*, $ .50

The American Civil Liberties Union *Handbooks* have been designed to assist the American people in understanding their rights under the current law. Planned specifically as guides for people directly affected by discrimination, the series employs a question-answer format in analyzing civil rights issues. In discussing the rights of servicemen, the poor, teachers, students, and women, the books use a non-technical approach that is enhanced by the use of charts and graphs. Numerous case studies are included, as are extensive appendices that contain practical information on legal assistance and a comparison of state law and program eligibility. The materials could be used to enrich existing course work or as the basis for research projects in a law education program.

SUMMARY OF LAWYER'S CRITIQUE:

The *Handbooks* were rated as "extremely accurate with regard to substantive legal matters." In addition, no major omissions distort the content of the materials, which is fairly and objectively presented. The *Handbooks* provide useful information to the people in question (e.g., the poor, women, teachers, students, servicemen) and they are also useful in helping others acquire knowledge about the legal problems faced by these groups.

Although it was pointed out that there is "no updating service" available for those using the *Handbooks*, this was not considered a major problem. "The treatment of matters covered is generally based on the U.S. Constitution and interpretations of it."

CATEGORY I
Text

THE AMERICAN LEGAL SYSTEM
The Cornell Law Program (Basic Legal Concepts)

Authors:	Robert S. Summers, A. Bruce Campbell, and Gail F. Hubbard
Publisher:	Ginn and Company 191 Spring Street Lexington, Massachusetts 02173
Availability:	From publisher
Publication Date:	1974
Grade Level:	10-12
Cost of Materials:	Student texts, $1.20 each, $5.70 for units 1-5; Teacher's Guide, $2.40

The developers of *The American Legal System* believe that "the study of American society is fundamentally deficient without some examination of the role of law and legal processes in society." The materials therefore focus on facts about the law, major concepts which clarify the role of law in society and the individual's relationship to this role, and the limitations of law in solving social problems. The materials are based on an inquiry approach, using primary source material. Each of the five units requires approximately three weeks of class time and can be used independently to supplement existing course work. Used together, the five units in *The American Legal System* can comprise the basis for a one-semester course for senior high school students with average reading skills. The individual lessons in each of the unit books take about one class period to complete and can be used to enrich many social studies programs.

The content of *The American Legal System* is developed around five basic themes. The first theme is that law is a social necessity and exists to meet the needs of society. The second is that law provides a set of social tools which are facilitative rather than restrictive or coercive, and which improves the quality of life. The third theme stresses the responsibility of the private citizen to apply the positive aspects of law to assure a healthy, functioning society. The processes and procedures of law, which must be constantly reevaluated in the light of changing social realities, are the subject of the fourth theme. The last theme stresses that law itself is not infallible, but is subject to limitations which hamper its capacity to accomplish social aims.

SUMMARY OF LAWYER'S CRITIQUE:

The content of these materials was felt to be legally correct and generally appropriate for familiarizing students with the legal processes and the role of law in society. It was noted that technical terms are presented with explanations that should be "very useful for students."

AMERICAN PROBLEMS SERIES

Editor:	Jack R. Fraenkel
Publisher:	Prentice-Hall, Inc. Englewood Cliffs, New Jersey 07632
Availability:	From publisher
Publication Date:	1977
Grade Level:	9-12
Cost of Materials:	Student texts, $2.40 each (paperback) and $5.67 each (hardback); Teacher's Guide, $2.61

American Problems Series, also known as *Inquiry into Crucial American Problems,* is a series of books which focuses on "some of the most urgent and controversial issues in America." Readings concerning these issues have been selected to indicate the essence of public issues and to encourage student inquiry and discovery. The readings are drawn from numerous print media sources and represent varied backgrounds. Brief introductory explanations provide the historical background of the problems considered in each chapter. Activities at the conclusion of the chapters are designed to help students develop critical thinking abilities. The student is expected to interpret, analyze, and evaluate what is read and discussed and to synthesize his or her own point of view. In this way, the student will "come to grips with controversy" and thereby understand the complexities of contemporary issues. The Teacher's Guide outlines each book according to questions raised, key concepts developed, important ideas explored, and content. Flexible arrangements for using readings from several books to explore particular problems in depth are suggested in the Guide.

Some of the titles that pertain particularly to legal education include: *Crime and Criminals; Prejudice and Discrimination; The Drug Scene; Country, Conscience, and Conscription; Voices of Dissent; Cities in Crisis; Violence in America;* and *Values, Rights, and the New Morality.*

As the titles of the books indicate, the topics studied include drugs, racial discrimination, women, dissent, violence, values, and the cities.

SUMMARY OF LAWYER'S CRITIQUE:

Although the materials were rated as sound and accurate with regard to legal content, concern was expressed over the problem of updating. It was noted that statutory laws, in such areas as drugs, vary from jurisdiction to jurisdiction and are subject to change. Thus, teachers should be cautioned about generalizing in seeking additional information.

Category IV, V
Multi-media

AMERICA'S PRISONS
Correctional Services of Minnesota

Developer:	David R. Whitney
Publisher:	Correctional Services of Minnesota 1427 Washington Avenue South Minneapolis, Minnesota 55454
Availability:	From publisher
Publication Date:	1976
Grade Level:	7-12
Cost of Materials:	Multimedia kit containing 5 wall posters, 30 photostudy prints, 1 cassette, and Teacher's Guide, $59.95

America's Prisons is designed to involve students actively in an examination of the correctional system. It is neither pro- nor anti-prison. Rather, it provides a picture of the "realities" of prison life by presenting a view of what the insides of prisons are like and how these conditions affect the inmates' lives when they return to society. The duplicating masters that are included in the Teacher's Guide provide a variety of activities which emphasize the interrelatedness of all parts of society and the societal costs and benefits of prisons. The intent of these exercises is to challenge students to devise possible alternative solutions.

The primary source materials, such as photo cards and posters, enable students to make factual observations from visual information, develop empathy, and openly discuss the issues involved. Other audiovisual materials, simulations, and readings that might be used in conjunction with the program are listed in the Teacher's Guide. The cassette examines the prison subculture, which even has its own language. This subculture is explored through the actual observations of the guards, inmates, and administrators.

ANALYSIS OF PUBLIC ISSUES PROGRAM
Utah State University (Social Studies Project)

Authors:	James P. Shaver and A. Guy Larkins
Publisher:	Houghton-Mifflin Company 110 Tremont Street Boston, Massachusetts 02107
Availability:	From publisher
Publication Date:	1973
Grade Level:	9-12
Cost of Materials:	Student text, $4.80; Teacher's Guide, $8.97; audio-visual kit, $75.00; tests and assignments, $28.50; problem booklets, $0.98 each

The *Analysis of Public Issues Program* is designed to teach students to think critically about public issues and the problems associated with these issues. The content of the series includes concepts that are considered necessary to analyze issues and materials and suggestions for teaching these concepts. There is no single teaching strategy for the materials, although inquiry and discussion are emphasized. Study of the concepts alone can comprise a semester's course, or the program can be expanded into a year-long course by using the problem booklets. The individual problem booklets can also be used separately as the basic resource for a minicourse.

Two of the problem booklets in particular, *Student Rights: Issues in Constitutional Freedom* and *The Police in Black America*, contain content that is immediately useful in law-related social studies courses. The issues studied in *Student Rights: Issues in Constitutional Freedom* include conflict in schools, dress codes and personal appearance, freedom of expression, privacy, discipline, and due process. *The Police in Black America* sketches some of the major areas of conflict between black Americans and law enforcement officials and raises such political-ethical questions as "How should black Americans respond to police-related discrimination?"

SUMMARY OF LAWYERS' CRITIQUES:

The attorneys who critiqued the problems booklets agreed that the substantive legal content of *Student Rights* accurately relates the reality of the issue and that the concepts and issues are presented in a very objective and fair manner. The booklet was also considered useful for students in any geographical setting. However, the attorneys felt that teachers should be aware that the legal concepts involved in students' rights are not static and that this area of the law is in the process of being defined almost daily in continuing court decisions. Furthermore, such issues as dress codes and personal appearance have produced conflicting decisions in different jurisdictions. All of these problems can be ameliorated by updating the materials.

The attorneys felt that, although *The Police and Black America* would be useful as a part of the social history of the United States, it presents few substantive legal concepts. They also expressed concern that "the material, while factual, does not appear to be sufficiently objective."

ATTORNEY'S SOURCE BOOK

Authors:	Richard P. Longaker and Charles N. Quigley
Publisher:	American Bar Association Young Lawyer Section 1155 East 60th Street Chicago, Illinois 60637
Availability:	From publisher
Publication Date:	1973
Grade Level:	7-12
Cost of Materials:	Text, $4.53

This resource was developed as part of an effort by the American Bar Association to assist attorneys in bringing their skills and knowledge into the classroom. The material can also be easily adapted for use by teachers. The information is contained in a loose-leaf notebook which is organized into three sections: (1) suggested classroom procedures; (2) case studies grouped by legal categories; and (3) detailed background information about the case studies, including "organizers" to aid the teacher in relating one case to another. The *Source Book* therefore can be used to enrich and supplement existing programs or can be used as the foundation of a minicourse in law.

The subject areas covered in the material include freedom of expression, religion and constitutional law, criminal law, due process and law enforcement, equal protection of the law, consumer law, environmental law and policy, welfare law, and family law.

SUMMARY OF LAWYER'S CRITIQUE:

The attorney noted that this resource, like many others, may not reflect the most recent court decisions. Generally it was found, however, that "the syllabus presents a cursory but accurate analysis of the issues presently pending in the legal community and that the *Source Book* should be able to present the professional educator and lawyer-teacher with a basic review of the areas of law in question."

CATEGORIES III, IV, V
Multi-Media

AUDIO-VISUAL RESOURCE KITS:
Freedom of the Press, or License to Libel?
How Can We Improve Police-Community Relations?
The Supreme Court--Interpreter or Lawmaker?

Advisor: Robert Kantor

Publisher: Multi-Media Productions, Inc.
P.O. Box 5097
Stanford, California 94305

Availability: From publisher

Publication Date: 1971

Grade Level: 10-12

Cost of Materials: Audio-visual kit, containing 5 student handbooks, Teacher's Manual, and slides, $32.50 per title

Audio-Visual Resource Kits are slide programs for high school students. Those kits particularly appropriate for legal education are listed above and cover the subject areas of libel, police-community relations, and the role of the Supreme Court. Each kit includes 50 or more slides, subject background data, primary source material, and instructions for preparing an audio-visual presentation. The intent of the series is to have students design and produce their own programs, and thus the kits can be effective in motivating students who are not functioning within traditional teaching situations. Because of the flexible format of the kits, they can also be used to stimulate debates, small-group discussion, class projects, and mock trials.

CATEGORY III
Teacher Resource,
Text

ED 051 021
ED 051 022

THE BILL OF RIGHTS: A HANDBOOK FOR TEACHERS
THE BILL OF RIGHTS: A SOURCE BOOK FOR TEACHERS
BILL OF RIGHTS NEWSLETTERS
Constitutional Rights Foundation

Director:	Vivian Monroe
Publishers:	*The Bill of Rights: A Handbook for Teachers* *The Bill of Rights: A Source Book for Teachers* Benziger Brothers Riverside, New Jersey 08075 *Bill of Rights Newsletters* Constitutional Rights Foundation 6310 San Vicente Boulevard Los Angeles, California 90048
Availability:	From publishers
Publication Date:	1977
Grade Level:	6-12
Cost of Materials:	*Handbook*, $3.30; *Source Book*, $3.72; *Newsletters*, $1.50 each

The materials created by the Constitutional Rights Foundation have been developed in an effort to insure that future generations of Americans are better informed of their rights and responsibilities under the Constitution. Through role-playing, simulations, group discussions, and debates, students discover that the Bill of Rights is a dynamic document which should be a vital part of their lives. The units can be used as supplementary material or as the basis for longer courses of study for students at the junior and senior high school levels.

The Bill of Rights: A Source Book for Teachers is designed to encourage basic comprehension of the Bill of Rights, and to evoke intelligent, non-emotional discussion of the principles fundamental to American freedom. It contains source materials related to the development of constitutional rights as well as information on the current problems related to the development of the guarantees of the Constitution. The *Handbook* emphasizes the effects of court decisions on the application of constitutional rights, while the *Newsletters* look at recent court decisions that affect civil liberties and update material in the two books.

SUMMARY OF LAWYERS' CRITIQUES:

The attorneys stated that both of these resources provide an organized and detailed analysis of the substantive law related to individual constitutional rights. It was also noted that, in addition to "being substantively correct as to the present law, the books provide the reader with the evolution of each body of law relating to the particular constitutional amendment under discussion. Such historical perspective is crucial to a proper understanding of individual rights as they exist today."

CAN OF SQUIRMS

Developer:	Contemporary Drama Service
Publisher:	Pennant Education Materials 4680 Alvarado Canyon Road San Diego, California 92120
Availability:	From publisher
Publication Date:	1970-73
Grade Level:	1-Adult
Cost of Materials:	Game package, $6.50 per can of simulations

The *Can of Squirms* series consists of eleven different game packages, each contained in a small coffee-can type canister. There are simulations for all levels of students, elementary through adult, which are appropriate for legal education courses. Each *Can of Squirms* contains 20 situation/dilemmas which establish a participant's value posture on a particular issue. Students assume specified roles and play out a scenario within established time limits. Performance of the roles is judged by peers and rated numerically. This rating system, however, can be eliminated without reducing the effectiveness of the simulation. A discussion of the rationale and objectives of the activities and suggested questions for each of the 20 "squirms" are provided, as well as materials and ideas for creating more "squirms."

Versions of the simulation currently available are Elementary, Intermediate, Junior High, Senior High, College, Adult, Generation Gap, Teenage Sex Education, American History, New Testament, and Bible Situations.

CATEGORY IV
Text
Teacher Resource

CHANGING ADOLESCENT ATTITUDES TOWARD POLICE

Author:	Robert Portune
Publisher:	The W. H. Anderson Company 646 Main Street Cincinnati, Ohio 45201
Availability:	From publisher
Publication Date:	1971
Grade Level:	7-12
Cost of Materials:	Student text, $9.00

Changing Adolescent Attitudes Toward Police is a teacher sourcebook that contains a variety of information for those teachers concerned with establishing better youth-police relations. The book is based upon the assumption that the strengthening of positive attitudes toward law and law enforcement officials is a pressing social need today and that the classroom teacher can aid that process. Section I of the book provides an introduction to attitude formation, attitude measurement, and the Attitude Toward Police (ATP) Scale. Section II describes a number of police-juvenile problems with special attention on school-related programs. Section III provides a description of the exemplary Cincinnati Police-Juvenile Project. Section IV outlines a model for changing early adolescent attitudes toward law and law enforcement by providing a set of lesson plans for a 6-week unit which may be taught in the 7th, 8th, and 9th grades. A training unit for police is also included.

CATEGORY V
Multi-Media

CIVIL LIBERTIES: CONTEMPORARY CASE STUDIES:

Open Housing
A Controversial Film
The Student Press
Marijuana Possession
Juvenile Thief
Pregnancy in High School

Authors: Robert F. Knox and William T. Knox IV, Esq.

Publisher: Guidance Associates
Pleasantville, New York 10570

Availability: From publisher

Publication Date: 1972

Grade Level: 10-12

Cost of Materials: Audio-visual kit, containing 1 filmstrip, 1 cassette or 33 1/3 rpm record, 3 Student Manuals, and Discussion Guide: $25.00 per title

Civil Liberties: Contemporary Case Studies is a sound-filmstrip program consisting of six hypothetical case studies which examine controversial issues in constitutional law. The issues studied include open housing, freedom of speech and the press, marijuana possession, juvenile law, and the rights of a pregnant high school girl. In each case study, the facts of the case are presented in a filmstrip and the legal issues surrounding the case are outlined in an accompanying student manual. Using topics of general interest to high school students and an open-ended discussion format, it is intended that students gain a basic awareness and understanding of the conflicts that often arise between individual rights and constitutional law. The goal of the program is to involve students in the decision-making process through the application of legal theory to real life situations. Each filmstrip is approximately five minutes in length.

CATEGORY III
Text

CIVIL LIBERTIES TODAY: CASE STUDIES AND THE LAW

Lincoln Filene Center for Citizenship and Public Affairs

Authors: Donald Parker, Nicholas Econopouly, Robert M. O'Neil, and Karen O'Neil

Publisher: Houghton-Mifflin Company
110 Tremont Street
Boston, Massachusetts 02107

Availability: From publisher

Publication Date: 1974

Grade Level: 9-12

Cost of Materials: Student text, $2.97; Teacher's Guide, $ .96

Civil Liberties Today: Case Studies and the Law presents a variety of case studies that relate to six broad areas of civil liberties. The case studies are followed by a section which provides an explanation of the constitutional foundation of the civil liberties discussed, focusing on relevant Supreme Court decisions. The cases are brief (a page or two), high interest episodes. Each is accompanied by a series of questions that explore the issues involved. Throughout the book, cartoons and photographs are used to further illustrate legal dilemmas. The text could be used as the basis for a course, or individual sections or cases could easily be used as supplements in a history, political science, civics, or sociology course. The prevalent teaching strategy involves discussion following the reading of cases.

The content areas studied are the right to privacy, rights of the accused, equal opportunity, property and economic rights, freedom of religion, and freedom of expression.

CONCEPTS AND INQUIRY

Educational Research Council of America

Director: Raymond English

Publisher: Allyn and Bacon, Inc.
Rockleigh, New Jersey 07647

Availability: From publisher

Publication Date: 1974-77

Grade Level: K-8

Cost of Materials: Student texts and booklets, from $1.44 to $5.22; Teacher's Guides, from $2.82 to $6.60; sound filmstrips, from $42.00 to $54.00; transparencies, $3.75; duplicator masters, from $7.44 to $18.00

Concepts and Inquiry is an interdisciplinary, multimedia, multitext social studies program which stresses basic concepts, skills, and learning processes. The program is intended to be sequential and cumulative. Although the materials are designed for specific grade levels, individual units can also be used independently at a variety of levels.

As early as kindergarten, the material introduces students to a consideration of the nature of law and lawmaking. The difference between just laws and laws of convenience are related to the appropriate experiential frame. Checks on abuse of governmental powers and the Constitution are explored in later grades. Subsequent levels pick up the concepts introduced earlier and treat them in greater depth or in new contexts.

CATEGORY II
Text

CONCEPTS IN LAW: A HIGH SCHOOL TEXT
Golden Gate Law Review

Editor: Leroy W. Wilder

Publisher: Golden Gate University School of Law
536 Mission Street
San Francisco, California 94106

Availability: From publisher

Publication Date: 1973

Grade Level: 10-12

Cost of Materials: Text, $4.75

Concepts in Law: A High School Text provides a broad view of the various concepts which make up the legal system in American society. The material is presented in eight chapters that cover the function of law, court systems and procedures, constitutional law, criminal due process, tort law, property law, contract law, and suggested teaching methods. Each chapter is divided into major topics with subtopic categorization used frequently. In most of the sections students are presented with short case histories, on the basis of which specific points of law are discussed. Numerous open-ended questions accompany the legal content and a glossary of legal terms is included at the end of each chapter. Among the teaching strategies recommended are case studies, lecture and discussion, films, guest speakers, field trips, and role playing. A short list of law-related films is also provided. The book is probably most useful as a quick reference text for both teachers and students.

CATEGORIES I, III
Text

CONCERNING DISSENT AND CIVIL DISOBEDIENCE

Author:	Abe Fortas
Publisher:	The New American Library, Inc. 1301 Avenue of the Americas New York, New York 10019
Availability:	From publisher
Publication Date:	1968
Grade Level:	10-12
Cost of Materials:	Out of Print

Concerning Dissent and Civil Disobedience, written during the peak of political unrest and uncertainty in the late 1960s, presents constructive alternatives to violence as a means of initiating change. Written by Abe Fortas, former Associate Justice to the Supreme Court of the United States, the book examines legal dissent and civil disobedience as strategies for change in the political system. Exploring the moral, ethical, and philosophical questions of civil disobedience, the book defines the limits of lawful dissent and describes the process of non-violent dissent as a means to achieve revolutionary goals within the major institutions of our society. The book is written in a non-technical style and is probably best suited for a study focusing on contemporary issues.

SUMMARY OF LAWYER'S CRITIQUE:

Because a former Justice of the Supreme Court is the author of *Concerning Dissent and Civil Disobedience*, it was felt that the legal content is unquestionably accurate. The book is not intended as a definitive resource on "what the law is in this area." Updating is, therefore, not a major concern.

CATEGORY II
Text

CONFLICT, POLITICS, AND FREEDOM
California, University of, at Los Angeles (Committee on Civic Education)

Directors: Richard P. Longaker and Charles N. Quigley

Publisher: Ginn and Company
191 Spring Street
Lexington, Massachusetts 02173

Availability: From publisher

Publication Date: 1976

Grade Level: 7-12

Cost of Materials: Student text, $2.83; Teacher's Guide, $3.33

The theme of this material is political conflict and its management. In the Teacher's Guide, the authors state: ". . . open and honest inquiry into social and political conflict will (1) help students learn to cope more effectively with reality, and (2) reduce the development of cynicism and alienation from the adult world and educational institutions. . .". The material consists of three units, each of which can be taught in two to six weeks. The entire book can be used as the basis of a one-semester course, and individual units or case studies can be used to supplement existing courses.

"Politics in a Constitutional Democracy" and "Sources, Functions, and Limits of Conflict" are the subjects of Units I and II respectively. The management of conflict is the topic of Unit III, in which case studies are presented that illustrate conflict management in key political institutions and processes in the United States.

SUMMARY OF LAWYER'S CRITIQUE:

"The issues suggested by the authors are proper and legitimate as far as they are related to substantive legal content."

THE CONSTITUTION: A LIVING DOCUMENT

Developer:	Pathescope Educational Films, Inc.
Publisher:	Pathescope Educational Films, Inc. 71 Weyman Avenue New Rochelle, New York 10802
Availability:	From publisher
Publication Date:	1971
Grade Level:	7-12
Cost of Materials:	Multimedia kit, containing 6 filmstrips, 6 cassettes or 33 1/3 rpm records, and Teacher's Guide: $85.00 (records) or $95.00 (cassettes)

The Constitution: A Living Document is a multimedia kit for secondary level students consisting of six filmstrips and records or cassettes. The filmstrips included in the package are: "Formation," "Ratification and the Bill of Rights," "The Executive Branch," "The Legislative Branch," "The Judicial Branch: The Supreme Court," and "Checks and Balances." *The Constitution: A Living Document* is designed with the belief that the quality of any society can be measured by the "rule of law" it fashions. It is this voluntary constraint that balances society's interest in safety and order with the individual's right to freedom. It is suggested in the presentation that the American embodiment of the rule of law is a 200-year-old document which must be understood and guarded if it is to meet the constantly changing needs of the nation. Designed to be used as a minicourse in legal education or as a supplement to existing curricula, the kit includes a comprehensive Teacher's Guide with suggestions for program implementation in a variety of settings.

THE CONSTITUTION OF THE UNITED STATES

Author: Joseph T. Keenan

Publisher: Learning Systems Company
Homewood, Illinois 60430

Availability: From publisher

Publication Date: 1975

Grade Level: 10-12

Cost of Materials: Student text, $3.50

This programmed learning aid tells the story of the conception, birth, and growth of the United States Constitution. The material is divided into short frames (one to three pages long), with a series of true-false questions following each section. This programmed learning format is designed to keep the reader active in the learning process. Students are expected to correct a wrong answer immediately, reinforcing the correct responses, which are provided in each succeeding frame. The content of the text is covered in six chapters: "Why A Constitution," "The Convention," "Ratification," "The Constitution of the United States," "The Amending Process," and "The Judiciary." The volume also contains appendices which include the Declaration of Independence, a special Bicentennial Essay, and an annotated version of the Articles of Confederation. In addition, the book contains analyses of amendments, judicial history, landmark court cases, a comprehensive final examination, and a detailed glossary/index.

CONTACT:
Law: You, the Police, and Justice

Editor:	William Goodykoontz
Publisher:	Scholastic Book Services 904 Sylvan Avenue Englewood Cliffs, New Jersey 07632
Availability:	From publisher
Publication Date:	1968, 1971
Grade Level:	9-12
Cost of Materials:	Complete kit (contains materials for 35 students, desk copy, 8 posters, 33 1/3 rpm record, Teacher's Guide), $99.50; individual materials: Student text, $2.50; student logbook, $1.25; poster set, $5.95; 33 1/3 rpm record, $7.00; Teacher's Guide, $5.00

The *Contact* series consists of nine multimedia units that each focus on a single, high-interest theme. The readings, records, posters, and logbook for each unit have been carefully coordinated to structure a planned explanation of the unit theme. All of the readings have a fourth- to sixth-grade reading level. The maturity level of the content, however, makes the material appropriate for high school students. Although designed for underachievers and undermotivated students, the program has been used successfully with average and above-average students. The unit in the series which is most appropriate for a legal education course is *Law: You, the Police, and Justice,* which is designed to help students discover what law is and what it means to them. This material could form the basis of a three- to six-week unit or could be used to supplement existing coursework. The chapters covered in this unit include "Is Law Important to You?", "What Do You Do When There's No Place to Go?", "You and the Police?", "What Happens in Court?", "How Does the Law Protect You?", "What Must You Do As a Citizen?", "What Are Your Basic Rights?", "The Higher Law", and "Brother's Keeper?"

SUMMARY OF LAWYER'S CRITIQUE:

The attorney felt that *Law: You, the Police, and Justice* is a well-organized and well-presented series of thought-provoking situations aimed at stimulating student understanding about the law. Sections dealing with basic concepts concerning rights and obligations with regard to law enforcement officers and the rights and protections afforded by the Bill of Rights were considered particularly strong. The attorney noted that females were underrepresented, with only two--a young girl who is late to school, and Kitty Genovese--receiving mention in the text.

CATEGORIES I, IV
Text

CONTEMPORARY CONCERNS: How Laws Are Really Made

Author:	Ellen Switzer
Publisher:	McDougal, Littell and Company Box 1667-V Evanston, Illinois 60204
Availability:	From publisher
Publication Date:	1974
Grade Level:	9-12
Cost of Materials:	Student text, $3.80, 10 or more, $2.85 each; Teacher's Guide, $ .96

How Laws Are Really Made deals with the reasons laws are developed, how they are made, and how they are enforced. According to the author, the text goes beyond the usual descriptive approach often used and gets to the "intensely *human* process by which laws are *really* made and how they *really* work." Throughout the material, city, state, and federal case studies are presented to enhance student interest and give a clearer understanding of the processes involved. It is the author's belief that "we have to learn to govern ourselves better. . . and the first step toward that goal is knowledge about our legal system." The Teacher's Guide accompanying the material includes questions for discussion and additional source material. The text could be used for a two- to three-week unit or expanded into a longer course of study, depending on how much emphasis is placed on discussion.

The material is presented in four parts. Part I, "The Idea of Law," treats why we have laws, what law cannot do, and legal rights. "The Making of Laws," Part II, explores the politics and conflicts inherent in the development of societal rules. Part III, "Carrying Out the Law," is concerned with impact, enforcement, legal actors, and the role of the Supreme Court. The last section, "You and the Law," is a short, concise statement of the relationship between citizens and the law.

SUMMARY OF LAWYER'S CRITIQUE:

"The text is generally well-written and accurate."

CATEGORY IV
Text

CRIME AND CRIMINALIZATION

Author:	Clayton A. Hartjen
Publisher:	Praeger Publishers, Inc. 111 Fourth Avenue New York, New York 10003
Availability:	From publisher
Publication Date:	1974
Grade Level:	9-12
Cost of Materials:	Student text, $4.95

Crime and Criminalization examines the way in which society has defined the criminal and describes the treatment usually accorded to those who break the law. The process of criminalization is characterized from the act of committing a crime to arrest, trial, incarceration, and release. Traditional models of criminology are presented, including causal theory, judicial and police practice, epidemiology, criminal law, crime statistics, and rehabilitation theory. The author, however, takes a more humanistic approach than the theories might suggest, assuming the position that crime is whatever the most powerful elements of society say it is and that therefore an act considered a crime for one person might not be labeled a crime when committed by another. The eight chapters bring into focus the impact of crime upon our society.

CATEGORY I
Text

CRIME AND CUSTOM IN SAVAGE SOCIETY

Author: Bronislaw Malinowski

Publisher: Littlefield, Adams and Company
81 Adams Drive
Totowa, New Jersey 07512

Availability: From publisher

Publication Date: 1959

Grade Level: 11-12 (13-14)

Cost of Materials: Text, $1.75

Crime and Custom in Savage Society is an anthropological study of primitive law among the Melanesian community in the Trobriand Archipelago, an area northeast of New Guinea. This study of anthropological jurisprudence purports that law among the native tribe is not obeyed willingly or spontaneously, but rather there exists, as in modern society, a fear of punishment and tradition that seems to influence an individual's behavior. The study explores criminal law as well as laws relating to self-interest, marriage, and religion. Efforts are made also to distinguish between law and custom, and the concepts of crime and punishment are examined in depth. The material contained in this book is probably most suitable for teacher reference in courses focusing on the role of law in society.

CRIME AND THE LAW

Editors:	Robert A. Diamond and Arlene Alligood
Publisher:	Congressional Quarterly, Inc. 1735 "K" Street, N.W. Washington, D.C. 20006
Availability:	From publisher
Publication Date:	July, 1971
Grade Level:	7-Adult
Cost of Materials:	Text, $4.25

Crime and the Law is a resource containing information on the impact of crime in the United States. It presents data from FBI reports and other law-related agencies, including statements by the President, attorney general, congressional leaders, and other prominent public figures. Excerpts from congressional hearings and references to important criminal cases and crime prevention acts are also included, along with a discussion of the causes, costs, and control of crime. Among the topics analyzed are juvenile delinquency, crime statistics, penal reform, organized crime, white collar crime, political terrorism, Supreme Court decisions, and free press vs. fair trial.

CATEGORY IV
Text

CRIMINAL JUSTICE: INTRODUCTORY CASES AND MATERIALS

Author:	John Kaplan
Publisher:	The Foundation Press, Inc. Mineola, New York 11501
Availability:	From publisher
Publication Date:	1973
Grade Level:	12-16
Cost of Materials:	Text, $14.00; 20% discount on quantity orders

Criminal Justice: Introductory Cases and Materials was developed to give college undergraduates a better understanding of the actual operation of the legal system, particularly in the area of social science. The text was written by a lawyer and illustrates the case method of legal instruction. However, the focus of the book is on social science problems of system maintenance and political constraints rather than on legal analysis. The approach is to present a case, a concrete problem, or a number of excerpts which are followed by a series of questions or comments highlighting certain issues of the specific area being studied. The book could be used as the basis of a course for very sophisticated high school students, or sections could be used as supplementary material.

The chapters which are included indicate the substantive thrust of the content. These are "Why Punish Crimes?", "An Overview of the Criminal System," "The Police," "Constitutional Rights and the Exclusionary Rule," "The Role of the Attorney," "Bail," "The Trial," "The Guilty Plea," "Sentencing," "Corrections," "The Extent and Causes of Crime," and "Crimes Without Victims."

SUMMARY OF LAWYERS' CRITIQUES:

Attorneys felt that *Criminal Justice* provides an excellent overview of all the aspects of the criminal justice system, including pros and cons with respect to the philosophical as well as physical operation of the various agencies in the system. As specific examples of law are drawn from the state of California and examples illustrating the roles of police, bail, and plea bargaining in the justice system from large cities, the attorneys suggested that teachers in other settings might want to ask local attorneys to provide additional information.

CATEGORIES I, III, IV
Text

CURRENT AFFAIRS CASE STUDIES:
Due Process of Law *Police: Liberty and Order in Conflict*
The Media: Freedom and Responsibility *The Presidency: Limits of Power*

Author: John S. Gibson, Director, Lincoln Filene Center for Citizenship and Public Affairs

Publisher: Newsweek Education Division
444 Madison Avenue
New York, New York 10022

Availability: From publisher

Publication Date: 1969-1974

Grade Level: 9-12

Cost of Materials: Student texts, $8.95 each; Newsweek Seminar (set of 4 case studies), $36.95

The developers of the *Current Affairs Case Studies* contend that an ideal climate for learning can be achieved by introducing the "real world" into the classroom. The material, therefore, presents real political actors in actual political situations. The material "seeks out connecting links between the past and present, so that students can better understand and respond to both." The units are supplemental and are designed to relate current events to ongoing social studies programs. Each of the unit booklets contains a detailed Teacher's Guide, student readings (on duplicating masters), and visuals (to be projected on overhead projectors). No other material is necessary for classroom use. A unit may take from a few days to a month to complete, depending on the extent of student involvement in a particular issue. Use of the learning activities and discussion questions should help students develop research, inquiry, and reasoning skills.

Each of the four case studies in the program focuses on a different aspect of law. *Due Process of Law* is designed to help students comprehend the rights and legal procedures which protect them as citizens. The role of a free press is examined in *The Media: Freedom and Responsibility*. *Police: Liberty and Order in Conflict* deals with the uses and limitations of law enforcement policies in a free society. *The Presidency: Limits of Power* explores the question of presidential control and influence in a representative form of government.

SUMMARY OF LAWYERS' CRITIQUES:

The *Current Affairs Case Studies* present a wide range of content, some of which does not deal with substantive or procedural law. Those case studies which do deal with these issues are accurate and well explained. One attorney commented, for example, on *Due Process of Law:*

> This particular case study delves into the Constitutional law areas regarding due process, the Sixth Amendment to the U.S. Constitution, and the Fourteenth Amendment. The case of *Gideon v. Wainwright* is the primary focus of the initial section of the book. The presentation of the Gideon story and the function of the Supreme Court in regard to the over-ruling of the *Betts v. Brady* case is excellent. The interworkings of the criminal justice system, the questions of due process involved, adequate representation for indigent criminal defendants, and various aspects of criminal procedure are accurately and properly stated.

Those case studies which do not focus on substantive law were considered important for legal education because they treat such issues as liberty, social order, and legitimacy of protest. As with many programs, these materials should be expanded and updated if they are to present a comprehensive picture of a topic.

CATEGORIES I-VI
Text

DIMENSIONS OF PERSONALITY:
Search for Meaning
Search for Values

Authors: *Search for Meaning:* Romaine Owens, Mary Jane Simmons, Karen Walsh, Ronald Flein, and Rose Marie Kramer

Search for Values: Gerri Curwin, Rick Curwin, Rose Marie Kramer, Mary Jane Simmons, and Karen Walsh

Publisher: Pflaum/Standard (Cebco Pflaum Publishing)
104 Fifth Street
New York, New York 10011

Publication Dates: 1972, 1974

Grade Level: 9-12

Cost of Materials: Materials package, containing Teacher's Guide and spirit masters, $44.95 per title

The Pflaum/Standard *Dimensions of Personality* series is a K-12 affective education program. *Search for Meaning,* the junior high school program, focuses on interpersonal relationships, while the high school program, *Search for Values,* focuses on the processes and the consequences of making value decisions. *Search for Meaning* is composed of 36 lessons, each designed to provide students with the opportunity to consider their behavior and to clarify their values in relation to the internal and external forces which guide their lives. The first 15 lessons focus on the invididual's relation to "external forces" such as rules and regulations, organizations, and peer groups. The second group of 12 lessons concentrates on the individual and "internal drives" such as growth, capability, and responsibility. The final 9 lessons examine the individual's feelings and values in relation to other persons.

Search for Values is comprised of seven units that explore the concepts of time, competition, authority, personal space, commitment, relationships, and images. Designed to aid students in understanding and accepting their personal value systems, each unit is activity oriented with between five and seven exercises per section. The material does not require high reading ability and most activities can be concluded in one class period.

CATEGORIES III, V
Game/Simulation

DISSENT AND PROTEST--THE MONTGOMERY BUS BOYCOTT

Developer:	Edu-Game
Publisher:	Edu-Game P.O. Box 1144 Sun Valley, California 91352
Availability:	From publisher
Publication Date:	1973
Grade Level:	7-12
Cost of Materials:	Game booklet, $1.50

Dissent and Protest is a reenactment of the Montgomery bus boycott. Students role play participants in the protest and discuss a variety of proposed demands. A class vote determines which suggestions become the "official" demands of the movement. Authentic newspaper bulletins are provided to create a feeling of realism and urgency. The simulation is packaged in a 23-page booklet from which all materials can be reproduced; questions for debriefing and discussion are also included. The simulation is designed for 15 or more players and requires three to four hours to play.

DO WE REALLY HAVE FREEDOM OF THE PRESS? AN INQUIRY INTO THE FIRST AMENDMENT

Editor:	Eleanor Townshend
Publisher:	Denoyer-Geppert Company 5235 Ravenswood Avenue Chicago, Illinois 60640
Availability:	From publisher
Publication Date:	1972
Grade Level:	10-12
Cost of Materials:	Audio-visual kit, containing 2 filmstrips, 2 cassettes or 33 1/3 rpm records, and Teacher's Guide, $34.00

Do We Really Have Freedom of the Press? is a two-part audio-visual kit which focuses on freedom of the press as guaranteed under the First Amendment. Part I analyzes the famous "Pentagon Papers" case involving the publication of government documents by *The New York Times* and *The Washington Post*. The major questions explored are the absolute guarantees of the First Amendment and the limiting of guarantees by circumstance. Part II of the program examines the suit brought by the federal government against the Columbia Broadcasting System in which the government claimed that the network had edited a film, "The Selling of the Pentagon," in order to present an inaccurate picture of the Pentagon. The questions raised in Part II concern not only guarantees of the First Amendment but also the issues of irresponsibility and the misuse of the public trust by private organizations. The Teacher's Guide, which accompanies the audio-visual materials, includes the script for each part, a short list of discussion questions, and a list of suggested readings. The total audio-visual program runs approximately a half hour in length, with each part being 15 minutes long.

FIRST AMENDMENT FREEDOMS

Developer:	Edu-Game
Publisher:	Edu-Game P.O. Box 1144 Sun Valley, California 91352
Availability:	From publisher
Publication Date:	1973
Grade Level:	9-Adult
Cost of Materials:	Game booklet, $1.50

First Amendment Freedoms is a simulation activity in which three constitutional freedoms are debated in mock trial situations. The freedoms of speech, religion, and assembly are discussed from the point of view of actual Supreme Court cases. The students assume the roles of judge, defense attorney, prosecuting attorney, trial assistant, witness, and juror. By analyzing the facts and interpreting the Constitution, students are given an opportunity to arrive at their own decisions. The game is packaged in a 26-page booklet from which all materials can be reproduced. Discussion questions are provided for debriefing. The simulation is designed for 15 or more players and requires five to six hours to complete.

FIRST THINGS: VALUES

The Trouble with Truth	*But It Isn't Yours. . .*
That's No Fair!	*What Do You Do About Rules?*
You Promised!	*A Strategy for Teaching Values*

Consultants:	Lawrence Kohlberg and Robert Selman
Publisher:	Guidance Associates Pleasantville, New York 10570
Availability:	From publisher
Publication Date:	1972
Grade Level:	K-3 (4-6)
Cost of Materials:	Six audio-visual kits, each containing two or three color filmstrips, 33 1/3 rpm record or cassette, and Teacher's Guide: $26.00 per kit

"*First Things: Values* is a series of sound filmstrips designed to help children develop their ability to reason more adequately about moral problems." Based on Lawrence Kohlberg's work on the stages of moral development, the materials are designed to stimulate the child's power to reason by presenting open-ended dilemmas in which there are conflicting viewpoints about what is "right." The filmstrips may be used independently or as a supplement to the existing curriculum. There is no specific order in which the filmstrips should be shown. The filmstrip programs range from ten minutes to a half hour in length. The time needed for additional activities and discussion is left to the discretion of the teacher.

Each unit of the student materials presents two dilemmas on a moral topic of importance to primary-age children. The first dilemma is presented with a number of solutions which the students can consider along with their own solutions. The second dilemma presents only the situation, without alternatives, to encourage students to develop and support their own personal moral choices. The concepts studied range from truth to individual responsibility. In *The Trouble with Truth*, students examine literal truth and fairness, active and passive dishonesty, trust, self esteem, and self denial. *That's No Fair!* deals with reasons for taking turns and sharing, and explores the concept of compromise. *You Promised!* examines the functions of promises and the concept of commitment. *But It Isn't Yours...* explores the concepts of ownership, "stealing" and "borrowing." *What Do You Do About Rules?* presents the dilemma of group law and individual responsibility. The teacher unit, *A Strategy for Teaching Values*, contains suggestions for applying the theory of moral development to the classroom.

CATEGORIES I, II, III
Multi-Media

FOUNDATIONS OF JUSTICE
Law in American Society Foundation

Editor: Robert H. Ratcliffe

Publisher: Charles E. Merrill Publishing Company
1300 Alum Creek Drive
Columbus, Ohio 43216

Availability: From publisher

Publication Date: 1975

Grade Level: 4-6 (7,8)

Cost of Materials: Multimedia kit, containing 4 filmstrips, 2 cassettes, 30 Student Activity Books, and Teacher's Guide: $76.00; 30 Student Activity Books, $15.00; Teacher's Guide, $1.00

Foundations of Justice was designed to teach students in the intermediate grades the basic legal concepts of decision making, leadership, laws, conflict resolution, and the adversary process. The four filmstrips present situations which require students to think critically about social problems and to hypothesize alternative solutions. *Tree House: Challenge in Democracy* deals with children who are confronted with the organizational problems of completing a task (building a tree house). *Twice the Price: A Value Judgment* examines the conflict between the individual's right to freedom of expression and society's interest in preservation of peace and order. Conflict resolution and the adversary process provide the content for *Sunshine Valley: Resolving Conflicts* and *The Battle of Oog and Ugh: The Adversary Process*, respectively. Role playing, mock trials, case studies, values clarification, and vocabulary reinforcement are among the teaching strategies which are used in the series. Although the materials are intended for elementary school children, much of the content and many of the teaching techniques are appropriate for junior high classrooms. Each filmstrip runs approximately ten minutes.

CATEGORIES III, IV
Multi-Media

FUNDAMENTAL FREEDOMS SERIES:
Free Speech and Press *Fair Trial* *The Declaration of Independence*
The Right to Bear Arms *Search and Seizure*

Editor: Elaine P. Wonsauge

Publisher: Xerox Education Publications
Education Center
Columbus, Ohio 43216

Availability: From publisher

Publication Date: 1973-74

Grade Level: 9-12

Cost of Materials: Multimedia kit, containing filmstrips, 33 1/3 rpm record or cassette, 30 student Source Books, duplicating masters, and Teacher's Guide: $45.00 per title; all five titles, $195.00

The *Fundamental Freedoms Series* is concerned with developing units that examine the rights guaranteed by the Constitution. There are presently five kits available: *Free Speech and Press, The Right to Bear Arms, Fair Trial, Search and Seizure,* and *The Declaration of Independence.* Attitude surveys, case studies, and questions for discussion are among the tools provided to illuminate the content. The filmstrip in each unit is designed to stimulate interest and can be used as an introductory activity. The Teacher's Guide suggests possible sequences which might be used to teach the concepts and provides background information for teachers and tests to evaluate student learning. Time required for each unit ranges from three to six weeks, depending on needs and interests of the teacher and students. Individual concepts from the units can be taught independently in shorter periods of time.

CATEGORY IV
Text

HIGH SCHOOL SOCIAL STUDIES PROGRAM:
Dimensions of Citizenship (Program I)
Politics and Policy Making (Program II)
Urban Problems and Prospects (Program III)
The American Economic System (Program IV)

Director: John S. Gibson

Publisher: Lincoln Filene Center for Citizenship and Public Affairs
Tufts University
Medford, Massachusetts 02155

Availability: From publisher

Publication Date: 1968

Grade Level: 7-12

Cost of Materials: Student texts, from $ .50 to $2.00; no charge for Teacher's Guide

The *High School Social Studies Program* was designed particularly for students who will not continue their formal education beyond the high school level. The overriding objective of the Lincoln Filene curriculum is to provide tools, skills, and resources which will contribute to students' understanding of themselves and their environment. The curriculum consists of seven subprograms which are cumulative and can be used as the basis of a four-year program. The materials can, however, also be used to supplement existing courses; within subprograms there are complete independent narrations, based on the case study format, which can be taught in two to ten days.

The following would be the most useful in legal education courses: Program I, which examines three aspects of citizenship; Program II, which treats four elements of a government process model; Program III, which deals with urban problems and prospects; and Program IV, which is concerned with law, poverty, and civil liberties.

CATEGORY IV
Game/Simulation

INNOCENT UNTIL...

Developer: Peter Finn

Publisher: ABT Associates, Inc.
Games Central
55 Wheeler Street
Cambridge, Massachusetts 02138

Availability: From publisher

Publication Date: 1972

Grade Level: 7-12

Cost of Materials: $34.00 (plus $1.50 shipping and handling)

Innocent Until... is a courtroom simulation involving the legal aspects of a jury trial concerning alcohol abuse. The defendant is alleged to have run down and killed a star high school athlete while driving under the influence of alcohol. There are 13 essential roles in the simulation, but as many as 32 participants can be involved. Students role play judge, lawyers, defendant, defendant's wife, witnesses, and jury members. The activity requires from three to nine days to complete, depending on how much preparation and followup time the teacher desires. The teacher preparation time required is minimal, as the necessary materials and explicit directions for implementing the simulation are provided in the kit. *Innocent Until...* helps students develop critical thinking skills and decision-making abilities. They become more aware of legal procedures while being involved in an interesting activity.

CATEGORY III, IV, VI
Text

INQUIRY ED 096 216

Editor:	G. Michael Scheurich
Publisher:	Wisconsin Bar Association 402 West Wilson Street Madison, Wisconsin 53703
Availability:	From publisher
Publication Date:	1974
Grade Level:	9-12
Cost of Materials:	Text, $8.00

The instructional materials developed by the Wisconsin Bar Association are designed for use by legal instructors rather than for social studies teachers. The format and content of *Inquiry* are excellent, although the examples, case studies, and laws are specific to Wisconsin. Colorado lawyers, however, could adapt the materials for use in Colorado.

Inquiry is available in two volumes. Each volume contains two mini-courses. Volume I consists of mini-courses on "Practical Legal Problems" and "Legal and Environmental Systems." Volume II contains mini-courses on "The Bill of Rights--Civil Liberties" and "The Bill of Rights--Criminal Protections." Each mini-course lesson contains the stated goals and objectives, background information, and/or sample cases, class discussion topics, activities, and a list of supplemental readings. The material is particularly suited for preparing students to raise questions and seek answers from attorneys who might be working in or visiting the classroom.

SUMMARY OF LAWYER'S CRITIQUE:

Inquiry was thought to be more useful as a model for developing materials than for actual classroom use. The court cases, newspaper articles, and fact situations are geared to educating students in the law of the state of Wisconsin.

CATEGORIES II, III, IV, V
Multi-Media

IN SEARCH OF JUSTICE
Law in American Society Foundation

Editor:	Robert H. Ratcliffe
Publisher:	Charles E. Merrill Publishing Company 1300 Alum Creek Drive Columbus, Ohio 43216
Availability:	From publisher
Publication Date:	1975
Grade Level:	7-12
Cost of Materials:	Multimedia kit, containing 8 filmstrips, 4 cassettes, 30 Student Activity Books, and Teacher's Guide: $137.00; 30 Student Activity Books, $15.00; Teacher's Guide, $2.00

In Search of Justice is a media kit designed for secondary level students by the Law in American Society Foundation. The content of the filmstrips focuses on issues and concerns relevant to young people. The filmstrip titles are as follows: *Youth: Too Young for Justice?; Consumer Law: Cash or Court?; Accused: Too Many Rights?; Free Expression: A Right to Disagree?; Discrimination: Created Equal?; Welfare: A Right to Survive?;* and *Landlord/Tenant: Who is Responsible?* Rather than suggesting that students uncritically accept or reject the values of society, the materials show how and why the laws function as they do. Among the teaching strategies used are role playing, mock trials, case studies, and values clarification. The filmstrips are each approximately 15 minutes in length.

INSTITUTE FOR POLITICAL AND LEGAL EDUCATION MATERIALS:
Individual Rights: Freedom of Expression--Fair Trial v. Free Press
Juvenile Justice
State Government: The Decision-Making Process
Voter Education

Director:	Barry E. Lefkowitz
Publisher:	Institute for Political and Legal Education Glassboro-Woodbury Road P.O. Box 426 Pitman, New Jersey 08071
Availability:	From publisher
Publication Date:	1971--
Grade Level:	10-12
Cost of Materials:	*Individual Rights*, \$3.50; *Juvenile Justice*, \$5.00; *State Government*, \$10.00; *Voter Education*, \$7.50; individual titles and supplementary material prices available upon request

The Institute for Political and Legal Education (IPLE) has designed a high school social studies program that provides students with practical experiences and understanding in the political, governmental, and legal processes. The curriculum component of the program is made up of four units: *Voter Education; State Government: The Decision-Making Process; Individual Rights: Freedom of Expression--Fair Trial v. Free Press;* and *Juvenile Justice*. The *Voter Education* material focuses on issue analysis, canvassing and registration, voting reform, rights and procedures, party structure, and the electoral college. Special attention is also paid to media publicity, propaganda techniques, and election strategies. The *State Government* unit focuses on the actual political process by which decisions are made. The *Individual Rights* unit views the basic foundations of law, the concept of freedom of expression, and the dilemma of how to attain fair trials and yet maintain freedom of the press. The *Juvenile Justice* unit focuses on juvenile due process in the schools and then examines the juvenile court system from both historical and modern day perspectives.

The curriculum combines innovative printed and audiovisual materials with role-playing simulation games developed by IPLE. Other major components of the IPLE program include "A Professional in the Classroom" model, field study intern programs, workshops and seminars for both teachers and students, and a model Congress program.

CATEGORY III
Teacher Resource
Multi-Media

IT'S YOUR RIGHT: THE LAW SAYS. . .

Developer:	National Education Association
Publisher:	National Education Association Customer Service Section 1201 Sixteenth Street, N.W. Washington, D.C. 20036
Availability:	From publisher
Publication Date:	1971-73
Grade Level:	9-12 (Adult)
Cost of Materials:	Multimedia kit, containing 1 filmstrip, 1 cassette, 3 paperbound books, 3 leaflet packets, 1 journal, and Teaching Guide: $44.00

It's Your Right: The Law Says... is a multimedia program developed to assist students and teachers in understanding their rights. The components of the program include a filmstrip, *It's Your Right: The Law Says...*; a cassette tape by Ramsey Clark, *Issues in Future Rights Enforcement*; three books: *The Rights of Teachers, Student Displacement Exclusion*, and *Case of Student Rights and Responsibilities*; and three packets of leaflets: *Your Child and the Law, How to Build Better Courts,* and *Restoring Confidence in Justice.* The program also includes *Law in American Society/Journal of the National Center for Law-Focused Education* (November 1972), and a Teaching Guide.

The materials for the program are designed for a wide range of student abilities. The filmstrips, for example, could be used with slow learners as well as with those students of average ability. *Law in American Society* and *The Rights of Teachers* are for teacher use on either an inservice or individual basis. Because of the diversity of the program, no one teaching strategy is recommended. The developers of the program suggest that the value of the program is best realized when diverse groups--students, parents, and legal practitioners--interact on the issues.

JUDGES: AN INSIDE VIEW OF THE AGONIES AND EXCESSES OF AN AMERICAN ELITE

Author: Donald D. Jackson

Publisher: Atheneum Publishers
122 East 42nd Street
New York, New York 10017

Availability: From publisher

Publication Date: 1974

Grade Level: 11-12 (13-14)

Cost of Materials: Text, $10.00

In *Judges: An Inside View of the Agonies and Excesses of an American Elite*, Donald Jackson states that when any group of individuals, such as American judges, possess as much power over the lives of citizens as exists today, the citizens ought to know as much as possible about that group. The focus of Jackson's book therefore is on an examination of the character and quality of American judges. The emphasis of the book is on the portrayal of judges as human beings, possessing the full range of human characteristics that all people possess. Thus, the point is clearly made that character and personality are vital variables in judicial decision-making.

The text uses a case study format which includes background information, personal conversations, and actual court proceedings pertaining to the various individuals studied. There are seventeen chapters in the book, each dealing with a specific issue, all of which culminate in the final chapter, "In Search of the Perfect Judge." This book would provide interesting reading and information for all categories listed in this Handbook.

SUMMARY OF LAWYER'S CRITIQUE:

Judges, which covers all aspects of the current judicial structure from the J.P. courts to the Supreme Court of the United States, from judicial selection to the pressures of daily court decisions and constitutional crises, from *Marbury v. Madison* through the Pentagon Papers, was considered accurate and "real." As *Judges* emphasizes the criminal court system, the attorney cautioned that teachers should not assume that it presents an adequate picture of the civil court system.

CATEGORY III
Text

THE JUDICIAL PROCESS

Author: Henry J. Abraham

Publisher: Oxford University Press
200 Madison Avenue
New York, New York 10016

Availability: From publisher

Publication Date: 1968

Grade Level: 10-12

Cost of Materials: Text, $6.50

The Judicial Process is "a selective comparative introduction to the judicial process, and seeks to analyze and evaluate the main institutions and considerations affecting the administration of justice under law." A considerable portion of the book is devoted to the judicial process in England, Wales, France, and the Soviet Union, although the major focus is on the United States. The book contains nine units, each considering a particular aspect of the judicial system at home and abroad. Unit One studies common and statutory law and the nature of law from a historical point of view. Unit Two examines the ways in which courts are staffed in the United States, France, and Britain, including methods of selection, tenure of office, and some special cases in Britain and France. Unit Three deals with types of courts, general courtroom procedure, and the jury system. The focus of Unit Four is on the lower courts in the United States, while Unit Five studies the Supreme Court. Units Six and Seven examine the courts abroad, offering some comparisons with the judicial review process in the United States. Unit Eight explores the controversial issues and limitations of judicial review, and Unit Nine completes the study with a discussion of the sixteen maxims of judicial self-restraint and the safeguards of the Supreme Court system.

THE JURY GAME

Authors:	George W. Echan, Jr., Richard Krieger, Stephen Charles Taylor, and Richard Weintraub
Publisher:	Zenger Publications, Inc. Gateway Station 802 Culver City, California 90230
Availability:	Social Studies School Service 10000 Culver Boulevard Culver City, California 90230
Publication Date:	1974
Grade Level:	7-12 (Adult)
Cost of Materials:	Game package, containing Coordinator's Manual and 21 sets of student materials, $15.00; 36 player package, $22.00

The Jury Game was developed to aid students in understanding and appreciating the American jury system. In simulated courtroom situations, students role play jurors, attorneys, judges, defendants, plantiffs, and court reporters. In addition to familiarizing students with courtroom and jury procedures, the game may also develop questioning strategies and critical thinking skills. *The Jury Game* requires less than a week to complete but optional activities such as mock trials, community experiences, and additional readings may extend the length of the exercise. The simulation can be used with both junior and senior high school students of average reading ability.

CATEGORY I
Text

JUSTICE AND ORDER THROUGH LAW
The Cornell Law Program (Basic Legal Concepts)

Authors: Robert S. Summers, A. Bruce Campbell, and John P. Bozzone

Publisher: Ginn and Company
191 Spring Street
Lexington, Massachusetts 02173

Availability: From publisher

Publication Date: 1974

Grade Level: 7-9

Cost of Materials: Student texts, $ .90 each, $3.95 for units 1-5; Teacher's Guide, $2.40

Justice and Order Through Law is an inquiry-oriented program dealing with the subject of jurisprudence. There are five units in the program which are organized around the concepts of social role, social techniques, social function, process, and limits. In addition to narrative material, the units include edited trial transcripts, legislative hearings, statutes and constitutional provisions, legal documents, and case studies. The program can be used as the basis for a one-semester course at the junior high school level or for slow learners at the senior high school level. Each unit, which can be taught in approximately three weeks, contains 12 one-hour lessons. Individual units and lessons can be used independently.

The first theme stressed in the materials is that law serves an essential function in all societies. The second is that law provides a set of social tools that may be used to improve the quality of life. The third theme is that both citizens and organizations must play an active role in order for the legal system to function optimally, and the fourth theme is that the process of law must operate justly and fairly. The fifth and final theme points out that there are limits to what the law can accomplish.

SUMMARY OF LAWYER'S CRITIQUE:

The legal content was found to be substantively correct and accurate.

CATEGORY IV, V
Text

JUSTICE IN AMERICA SERIES:
Crime and Justice
Landlord and Tenant
Law and the City
Law and the Consumer
Poverty and Welfare
Youth and the Law
Law in American Society Foundation

Director: Robert H. Ratcliffe

Publisher: Houghton-Mifflin Company
110 Tremont Street
Boston, Massachusetts 02107

Availability: From publisher

Publication Date: 1974

Grade Level: 9-12

Cost of Materials: Student texts, $1.80 each; Teacher's Guide, $2.55

The authors of the *Justice in America Series* have identified four major functions of law: (1) to determine lines of behavior acceptable in society and penalties for contradictory behavior; (2) to allocate and recognize authority which may legitimately apply force to maintain legal norms; (3) to settle conflicts between individuals or groups as they arise; and (4) to redefine social relationships as conditions change within society. This four-part model is applied to several substantive areas in order to provide students with the knowledge and skills needed to cope with their environment. The materials are suitable for use with students of average or below-average ability and can be used to comprise a full year's course. Individual unit books can be used independently to enrich existing courses or as the basis for mini-courses.

As the unit titles indicate, the series investigates urban law, juvenile law, consumer law, landlord and tenant rights, crime, and poverty and welfare.

SUMMARY OF LAWYER'S CRITIQUE:

The attorney who critiqued these materials found them generally accurate. He did suggest, however, that some of the content may be oversimplified. This problem could be easily resolved by having a lawyer expand on the various themes and/or provide input about pertinent local statutes.

CATEGORY IV
Game/Simulation

THE JUSTICE GAME

Authors: Alan S. Engel, K. DeGreen, and James Rebo

Publisher: Benziger Bruce and Glencoe, Inc.
8701 Wilshire Boulevard
Beverly Hills, California 90211

Availability: From publisher

Publication Date: 1974

Grade Level: 12-Adult

Cost of Materials: Student Manuals, $2.95 each; Director's Manual, free

The Justice Game is a simulation involving players in the execution of a crime and the disposition of the case. A number of cases are provided so that the simulation can be sustained for a considerable period of time (three to seven hours). The simulation creates a miniature society in which students assume roles associated with the major institutions of the criminal justice system, various public sectors, and persons accused of crimes. Designed for college level students, *The Justice Game* can also be used with above-average students in the 12th grade. The Director's Manual that accompanies the game explains the ten major objectives, game procedures, the questions and points of interest to discuss during debriefing, and variations that may be used to modify the original simulation. The game is designed for 20 or more players.

CATEGORIES I, IV
Multi-Media

THE JUSTICE GAME

Author:	Richard Warner
Publisher:	Warren Schloat Productions, Inc. (Prentice-Hall, Inc.) 150 White Plains Road Tarrytown, New York 10591
Availability:	From publisher
Publication Date:	1974
Grade Level:	9-14 (7, 8)
Cost of Materials:	Media kit, containing 4 color filmstrips, four 33 1/3 rpm records or cassettes, and Teacher's Guide: $80.00 (records) or $95.00 (cassettes); additional Teacher's Guides, $1.50 each

The Justice Game is an audio-visual program primarily intended for secondary and junior college students. Since little reading is required, the material could also be used at the junior high school level. The materials consist of four color filmstrips, four cassette tapes or records, and a program guide. Through a *cinema-verite* treatment, students are exposed to the American criminal justice system, its ideals and its realities. They witness an armed robbery and the legal process of indictment and subsequent court proceedings. Students view the legal system through the eyes of the judge, the prosecutor, the district attorney, the defense counsel, the accused, and the victim. The varying perspectives offered by these different points of view emphasize that the functioning of the legal system is often diametrically opposed to its ideals.

In addition to the audio-visual activities, the materials provide opportunities for classroom discussions and independent research in which students examine the inadequacies of the justice system and the need for change. The program can be used in a variety of ways, as a values clarification exercise, as a case study approach to crime and related social issues, or as the basis for the development of inquiry skills. The materials can be used alone or as a supplement to existing course work.

CATEGORY IV
Game/Simulation

KIDS IN CRISIS

Developer:	Constitutional Rights Foundation
Publisher:	Constitutional Rights Foundation 6310 San Vicente Boulevard Los Angeles, California 90048
Availability:	From publisher
Publication Date:	1973
Grade Level:	7-Adult
Cost of Materials:	Game booklet, $12.00

Kids in Crisis deals with juveniles who are charged with crimes. In groups of between six and nine players, participants assume the roles of judge, defendant, probation officer, lawyer, observer, and parents during disposition and sentencing hearings. Descriptions of the responsibilities of each role, a case history of the defendant, and a list of sentencing alternatives are provided. Participants must adhere to the facts in the case, but defendants may elaborate in order to help their position.

The materials contain a discussion of rationale, instructions on how to administer the simulation, and questions for debriefing. Copies of actual court decisions are also included. In addition, the simulation contains an Observer Rating Sheet to be used by one member in each group. After the judge has given his or her judgment, the observer reports his or her observations and leads the group discussion. The simulation is designed for 25 to 35 participants and requires two to four hours to play.

CATEGORIES I, IV
Multi-Media

LAW AND JUSTICE FOR THE INTERMEDIATE GRADES: Making Value Decisions

Developer:	Pathescope Educational Films, Inc.
Publisher:	Pathescope Educational Films, Inc. 71 Weyman Avenue New Rochelle, New York 10802
Availability:	From publisher
Publication Date:	1973
Grade Level:	4-8
Cost of Materials:	Audio-visual kit, containing 3 filmstrips, 3 cassettes or 33 1/3 rpm records, and Teacher's Guide: Cassettes, $50.00; Records, $44.00

This series examines legal and judicial problems that have relevance to students in the intermediate grades. The three films present dramatizations that stress valuing processes and an open-ended inquiry approach to learning. The primary goal of the first filmstrip, *The Case of the Blue and White Whistle,* is to demonstrate that judgments which reflect on the character of a person should rest on facts that are established beyond a reasonable doubt. The presumption of innocence and the concept of due process is explored. The second filmstrip, *The Case of the Stolen Hub Caps,* discusses the dilemma of conflicting loyalties and the importance of justice. Equality of opportunity is explored in the third filmstrip, *The Case of the Boss' Son,* in which a young man must choose among three contenders for a job--the boss' son, his own sister, and a black. The Teacher's Guide contains the script narration, suggestions for class projects, and questions for discussion. Each filmstrip also presents dilemmas for class discussion. The filmstrips run between eight and twelve minutes.

LAW AND ORDER: VALUES IN CRISIS

Developer:	Warren Schloat Productions, Inc.
Publisher:	Warren Schloat Productions, Inc. (Prentice-Hall, Inc.) 150 White Plains Road Tarrytown, New York 10591
Availability:	From publisher
Publication Date:	1971
Grade Level:	10-12
Cost of Materials:	Audio-visual kit, containing 6 color filmstrips, six 33 1/3 rpm records or cassettes, and Teacher's Guide, $138.00

Law and Order: Values in Crisis consists of six color filmstrips dealing with the nature of law, values, order, justice, and dissent in our changing society. The lengths of the filmstrips range from 11 to 16 minutes. They are especially effective when shown individually, with time allotted for sharing of opinions and discussion after each viewing. These materials are most useful as supplementary teaching aides. However, the Teacher's Guide includes a number of additional activities that, along with the filmstrips, could provide the basis for a short course in problems of democracy.

All six filmstrips focus on society's traditional reliance on law and order. "Beginning with an anthropological study of how laws develop within a culture, the series takes a close look at the sources of American values and examines what can happen when these values come into conflict." *The Varieties of Human Values* explains that laws are made to reinforce existing social values and customs, and *The Evolution of American Values* traces these principles to their Jewish, Greek, Roman, and English origins. In *Conflicts in American Values*, value situations involving private property, individual initiative, and wartime loyalty are examined. The philosophies of Thoreau, Ghandi, Jefferson, and Martin Luther King, Jr., are presented in *Strategies for Value Change: Nonviolent Dissent*. These attitudes are then contrasted with man's more violent feelings in *Intensified Value Conflict: Violent Dissent*. The series concludes with *Peoples Park: A Case Study in Value Conflict*, which portrays the 1969 Berkeley campus confrontation.

CATEGORY IV
Text

LAW ENFORCEMENT AND CRIMINAL JUSTICE

Authors:	Paul B. Weston and Kenneth M. Wolls
Publisher:	Goodyear Publishing Company, Inc. 15115 Sunset Blvd. Pacific Palisades, California 90272
Availability:	From publisher
Publication Date:	1972
Grade Level:	11-12 (13-14)
Cost of Materials:	Text, $14.95

The focus of *Law Enforcement and Criminal Justice* is that the criminal justice system is designed to "maintain domestic tranquility and control crime." The text examines the origins and aims of criminal law and legal processes and reviews the various roles, theories, and practices of criminal justice agencies. This subject matter is investigated from both a past and present perspective, with a view toward considering new dimensions in law enforcement and criminal justice. The text can serve as an introduction to the way in which the American legal system protects its citizens and communities against crime. Each element of the legal system is analyzed, including the criminal offender, the victim, the legislature, the judiciary, and the executive branch.

SUMMARY OF LAWYER'S CRITIQUE:

For the most part, *Law Enforcement and Criminal Justice* was rated as "accurate, precise, and interesting." The chapter entitled "Police Mission," however, was thought to be "out-of-date, antiquated, and making no contribution to the worth of the general work." This attorney felt that all law-related materials should be updated every five years.

CATEGORIES I, III, IV
Text

LAW IN ACTION SERIES:
  Lawmaking
  Young Consumers
  Juvenile Problems and Law
  Youth Attitudes and Police
  Courts and Trials
St. Louis Law and Education Project

Directors:	Linda Riekes and Sally Mahe
Project Address:	St. Louis Law and Education Project 1517 South Theresa St. Louis, Missouri 63104
Publisher:	West Publishing Company 170 Old Country Road Mineola, New York 11501
Publication Date:	1975-76
Availability:	From publisher
Grade Level:	6-9
Cost of Materials:	Student texts, $3.25 each; filmstrips, $6.00 each; Teacher's Edition, $3.25 each; lower prices available on quantity orders

The *Law in Action Series* is a five-unit legal education curriculum appropriate for use at the upper elementary and junior high school levels. Each unit consists of a student text, a teacher's edition, and a silent filmstrip. The subjects covered in the series include consumer law, court procedures, how laws are made, juvenile law, and the relationship between young people and the police. The materials are designed to help prevent conflicts with authority and anti-social behavior by giving students a practical working knowledge of the law and their rights as citizens. By relating legal concepts to everyday experiences, the program encourages students to see themselves as vital elements of our law-based society.

The focus throughout the series is on student problem solving and decision making. Strategies such as open-ended discussion, role play, mock trials, case studies, and community involvement are employed throughout the program. The unit books can be used together as the basis for a one-semester course or each unit can be used individually as a mini-course or module in an ongoing social studies program. Numerous opportunities are provided to include judges, attorneys, and the police in the teaching/learning experience.

LAW IN A DEMOCRACY SERIES:
Exploring the Limits of Law
Enforcing the Law
Consequences for the Convicted

Consultant: Joel F. Henning

Publisher: Guidance Associates
Pleasantville, New York 10570

Availability: From publisher

Publication Date: 1973-74

Grade Level: 7-12

Cost of Materials: Three audio-visual kits, containing 2 color filmstrips, two 33 1/3 rpm records or cassettes, and Discussion Guide: $48.50 per title

Law in a Democracy is a sound filmstrip program that presently consists of three audio-visual kits, noted above, with a fourth kit, *Shaping the Law,* under development. Designed for junior and senior high school students, the program examines police work and the prison system. Each of the filmstrips requires at least one class meeting for presentation and discussion. Additional supplementary activities will require more class time. Two sets of filmstrips comprise each kit and these may be used separately, or together for a more intensive study.

Part I of *Enforcing the Law* follows two policemen through a day, depicting their routine duties and experiences, the process of apprehending and booking a criminal, and the special pressures of danger and long hours. Part II presents the views of police spokesmen, lawyers, journalists, and citizens on issues of police corruption, pay, working conditions, conduct, minority hiring, and relations with the community.

Part I of *Consequences for the Convicted* develops the history of sanctioned punishment from Biblical times, drawing a contrast between the harsh early legal systems and our more humane legal system of today. Research data related to recidivism and deterrence is presented and students are asked to evaluate the concepts of retribution, recidivism, and deterrence as justifications for punishment. In Part II, the destructive and inhumane aspects of prison confinement are powerfully portrayed via penitentiary photos and interviews with prisoners.

Part I of *Exploring the Limits of the Law* dramatizes parental discpline vs. child abuse, religious freedom vs. authority of the state, and rights of employers vs. rights of employees. Part II deals with victimless crimes--drunkenness, drug abuse, gambling, and pornography.

CATEGORY II
Text

LAW IN A FREE SOCIETY PROGRAM

On Authority	*On Participation*
On Diversity	*On Privacy*
On Freedom	*On Property*
On Justice	*On Responsibility*

Director:	Charles N. Quigley
Publisher:	Law in a Free Society 606 Wilshire Blvd., Suite 600 Santa Monica, California 90401
Availability:	From publisher
Publication Date:	1972-
Grade Level:	K-12
Cost of Materials: *	Single learning unit: *Casebook*, \$5.00; *Curriculum*, \$2.00; *Lesson Plans*, \$4.00; *A Guide for Teacher Education*, \$2.00. *Staff Development Leader's Handbook* (one volume for all concepts), \$10.00. Multimedia instructional units for *On Authority*, each consisting of four filmstrips, four cassettes, 30 Student Resource Books, and one teacher's edition: Levels I and II (elementary), \$75.00; Levels III and IV (intermediate), \$88.00; Levels V and VI (secondary), \$117.00. Additional Student Resource Books and Teacher's Editions also available

The materials from Law in a Free Society focus on eight concepts in the areas of civic and legal education: authority, diversity, freedom, justice, participation, privacy, property, and responsibility. Each concept comprises one learning unit, and contains sections appropriate for grade levels, kindergarten through 12. For each learning unit, four books have been developed for teachers to help them prepare classroom programs. Student materials are currently being prepared and multimedia instructional units on two concepts, authority and privacy, are presently available. *A Guide for Teacher Education* is designed to "assist Area Coordinators and other local leaders in the planning of inservice courses and the use of the curriculum materials." *A Casebook* is a vehicle to provide teachers with the necessary background to teach a particular concept. *A Curriculum* focuses on topical questions for each concept at all grade levels and contains the organizational framework for the material. *Lesson Plans* provides field-tested teaching models which teachers can use or adapt; suggested procedures include readings, discussion, role playing, films, field trips, and community activities.

The substantive focus of these units is reflected in the titles noted above. Each concept is treated thoughtfully and students are expected to explore the multiple dimensions of each. For example, topical questions suggested for the unit *On Diversity* include "What are some of the manifestations of diversity and what are some of the factors which affect it?"; "What are some of the important benefits and costs of diversity?"; and "What should be the scope and limits of diversity?"

SUMMARY OF LAWYERS' CRITIQUES:

All of the attorneys who critiqued these materials gave them a very high rating. Some felt that the materials might be enhanced by asking local attorneys to supplement the general treatment with specific and local examples of the law in action. Others felt the general nature of the materials is their strongest point. One attorney noted that "the material is remarkably all inclusive . . . presenting to the student basic philosophical questions and divergent views abour rights and laws in order to cause the student to examine various rules, appreciate them, and perhaps change and improve them."

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*A unit *On Privacy* is forthcoming,

CATEGORY III, IV, VI
Text

LEGAL AWARENESS

Author:	Henry Shain
Publisher:	Maverick Press 899 Ellis Street San Francisco, California 94109
Availability:	From publisher
Publication Date:	1973
Grade Level:	9-12
Cost of Materials:	Text, $5.00 to $6.00, depending on quantity

Legal Awareness, written by an attorney, is an almost encyclopedic compendium of legal facts. Designed to provide a general background in the laws which govern everyday life, the book is intended to help the lay person learn basic law for preventative purposes so that he or she has "enough general knowledge to make rational, intelligent legal decisions." The text could be used as the basis of a semester or year-long course, but it would be more useful as a reference book. Most of the legal concepts are clarified and made concrete by examples developed from fictional situations. When legal phraseology is used, the meaning is explained and there is an excellent glossary of legal terms at the back of the book. In addition, for many subject areas there are charts representing a brief summary of the law in each of the 50 states and the District of Columbia.

The book is divided into units that deal with the origin and structure of the law, criminal actions and civil lawsuits, the family, injury claims, consumer protection, and constitutional freedoms. Within each unit a variety of concepts are covered. For example, the unit on injury claims contains chapters on negligence, insurance, intentional torts, absolute liability, products liability, attorneys and personal injury cases, defamation, and workman's compensation.

SUMMARY OF LAWYER'S CRITIQUE:

Legal Awareness was rated as very accurate, comprehensive, and easy to understand.

CATEGORIES I, III, IV
Teacher Resource

LEGAL EDUCATION MATERIALS FOR ELEMENTARY AND INTERMEDIATE GRADES

Director:	John S. Gibson
Publisher:	Lincoln Filene Center for Citizenship and Public Affairs Tufts University Medford, Massachusetts 02155
Availability:	From publisher
Publication Date:	1972
Grade Level:	3-7
Cost of Materials:	Text, $1.00

Legal Education Materials for Elementary and Intermediate Grades is a teaching guide for developing course work that focuses on the concepts of law, justice, and the process of valuing. The developers believe that relevant issues of law, intergroup relations, and politics have traditionally been ignored in the social studies curriculum and that it is therefore time that young people study issues and problems which are likely to affect them in their future lives. The materials take an inquiry and discovery approach to learning, encouraging students to view their environment objectively and to arrive at their own conclusions about the necessity and benefits of laws and regulations. A wide range of student interests and abilities can be accommodated in this instructional mode. A variety of lessons are provided from which the teacher can choose those that seem appropriate for a particular group of learners. It is hoped that students will begin to grasp a deeper understanding of themselves and their needs as well as a wider concern for society in general.

SUMMARY OF LAWYER'S CRITIQUE:

The attorney noted that these materials do not deal directly with substantive law and are, therefore, neither accurate nor inaccurate. Despite this, he felt the teacher should have a basic understanding of the various related substantive areas. He also felt the program provided an excellent opportunity for students to form a basic concept of justice through analytical reasoning "before becoming indoctrinated by the 'practical' concepts of justice which emit from laws."

CATEGORY VI
Text

LESSONS IN CONFLICT ED 061 131

Author: William S. Gibson

Publisher: Lincoln Filene Center for Citizenship and Public Affairs
Tufts University
Medford, Massachusetts 02155

Availability: From publisher

Publication Date: 1970

Grade Level: 9-12

Cost of Materials: Student text, $2.50

This text was developed by the Law and Poverty Project to give secondary students, especially disadvantaged youth, a better understanding of the law and a more positive attitude toward the legal system and its representatives. The material was designed to be taught by volunteer law students in the Boston area. Because the focus of the material is on substantive law, a lawyer should be present in the classroom when using *Lessons in Conflict*. Although designed to serve as the basis for an entire program, individual units and cases in the text could be used separately to enrich other coursework. The text has a heavy emphasis on legal issues, with each unit containing legal information, case studies, and questions for discussion. The units covered include consumer rights, torts, criminal law, court procedure, evidence, juvenile rights, drugs, business law, property law, employment, welfare, family law, tax law, eminent domain, law reform, and legal assistance. Suggested additional resources (books, periodicals, and films) are provided in the back of the text. Open discussion is recommended as the primary teaching strategy. Other suggested activities include lectures, role play, mock trials, films, and field trips.

SUMMARY OF LAWYERS' CRITIQUES:

The attorneys strongly recommended that a lawyer be consulted before implementing this program. The book often cites examples of statutes or procedures in Massachusetts and decisions which have since been modified by the courts. In addition, a few areas of law are explained in technical language which only a lawyer would understand. It was noted that the materials focus primarily on urban and suburban problems and might need some modification to make them useful in rural settings.

CATEGORY IV
Game/Simulation

MOOT

Author:	Gary Zarecky
Publisher:	Interact Company Box 262 Lakeside, California 92040
Availability:	From publisher
Publication Date:	1972
Grade Level:	9-12 (7,8)
Cost of Materials:	Booklet with removable pages for duplication of materials, containing Teacher's Guide, all Student Materials, and instruction for playing: $12.00

Moot is a group of simulation activities designed to involve high school students in a study of criminal procedures and juvenile law. Students are assigned roles in which they actively commit a crime, are apprehended, and then placed on trial. The emphasis in the simulation is on the court proceedings and the nature of the court system. The major activity of the simulation is a drug abuse case, the reality of which is intensified by having drugs in the form of a pill-like candy "pushed" among the students. Other cases relate to juvenile delinquency, robbery, and school law. The materials for *Moot* are in a booklet which contains lesson plans, descriptions of the simulations and the roles students must assume, and information on the legal system and its practices. A 15-day schedule for the drug abuse simulation is included in the Teacher's Guide. This schedule is intended only as a guide and can be altered if necessary. Complete directions for two optional trials and suggestions for six additional trials are given, each of which could take from three to 20 classroom days to complete.

ON THE SPOT

Developer:	Dan Brown
Publisher:	Cooperative Endeavor 500 Zook Building 431 West Colfax Avenue Denver, Colorado 80204
Availability:	From publisher or Denver Police Department 13th and Champa Streets Denver, Colorado 80203
Publication Date:	1974
Grade Level:	7-12
Cost of Materials:	Free on loan basis; not available for purchase

On The Spot is a series of 12-minute slide-tape presentations. Each program is designed to stimulate discussion and participation by challenging the student to make some of the decisions a police officer must make every day. A Teacher's Guide has been prepared to aid in providing background questions and information to guide the "open-ended" discussions. The titles currently available for use are: *Defending Life and Property; A Family Disturbance; Use of Force; Traffic Contacts; Citizen Responsibility;* and *Public Disturbances.* The program is most effective when used in conjunction with a visit from a police officer who can respond to the many questions students will have when placed "on the spot." The programs have been produced through the coordinated efforts of Cooperative Endeavor, the Denver Police Department, and Denver University's Mass Communications Department.

CATEGORY III
Text

OUR BILL OF RIGHTS

Author:	Mary H. Manoni
Publisher:	Scott, Foresman and Company 1900 East Lake Avenue Glenview, Illinois 60025
Availability:	From publisher
Publication Date:	1970
Grade Level:	7-12
Cost of Materials:	Student text, $1.68

Our Bill of Rights examines the purpose of the first ten amendments to the Constitution and the guarantees and responsibilities incorporated in these amendments. Through the use of actual court cases, the book illustrates how the amendments have been interpreted and applied since their inception. "The case studies show that the Bill of Rights--like all law--is a living thing, whose interpretation must change as time changes, as the needs of the people change." The text focuses on the role of the Supreme Court as interpreter of the law and an agent for change. The text could be used for a three- to four-week unit or for an extended period of time, depending on how much discussion is generated or the extent to which outside activities are used. At the end of each of the eight chapters, a three-part review and follow-up section is included to help students evaluate concepts, express their personal feelings about what was presented, and relate the ideas to their own lives and to the world in which they live.

CATEGORY II
Text

OUR WORKING WORLD
Colorado, University of

ED 068 622

Author: Lawrence Senesh

Publisher: Science Research Associates
259 East Erie Street
Chicago, Illinois 60611

Availability: From publisher

Publication Date: 1973

Grade Level: 1-6

Cost of Materials:
Grades 1-3: Student texts, from $4.85 to $6.50; Teacher's Guides, $9.40; problems books, $1.30 each; audiovisual materials, $20.00, $33.00, and $178.25
Grades 4-6: Student texts, from $7.60 to $8.90 Teacher's Guides, $9.40; problems books, $1.30 each; *Social Science Satellite Kits,* $86.25

Our Working World is a multidisciplinary, elementary social science curriculum designed to help children think about the complex social milieu in which they live. The content of the materials is drawn from a broad social science base. Students are asked to take a problem-solving approach to social reality by discovering the symptoms of a problem, surveying its aspects, defining the problem, and offering solutions. Major ideas are dealt with in increasing depth as the child moves from grade to grade. Students participate actively in group discussions, simulations, dramatizations, role playing, field trips, and community research projects. Each level of the material is designed to be the basic social studies curriculum for one year.

Beginning with level one, a theoretical structure of law and justice is used to move students through a consideration of the need for and nature of family rules. The students thus begin to become aware of society's legal system. The idea of fairness is also introduced at level one, and is developed steadily throughout the curriculum. By level five students are expected to apply the concept "as they reenact important Supreme Court decisions and compare the judgments they make about these cases with the actual majority and minority opinions."

SUMMARY OF LAWYER'S CRITIQUE:

No substantive law is presented in this program. Thus it cannot be critiqued in terms of accurate or inaccurate. Simple legal concepts presented in the early grades are systematically expanded and emphasized at higher levels. The attorney felt that what is done is done well. On the other hand, many important legal concepts and relationships are not treated at all.

CATEGORY V
Text

PEOPLE AND THE CITY
Crime and Safety
Buyer Beware
Housing Conflicts
You've Been Arrested

Editor: Larry Cuban

Publisher: Scott, Foresman and Company
1900 East Lake Avenue
Glenview, Illinois 60025

Availability: From publisher

Publication Date: 1972

Grade Level: 9-11 (7-12)

Cost of Materials: Student texts, $1.23 each; *Teacher Tactics* (for first five booklets), $1.56; *Teacher Tactics 2* (for last four booklets), $1.56; *Teacher Tactics 4* (for all booklets), $3.27

The *Spectra Program* is designed for low achievers at the junior high and senior high school levels; as a result, the content has been organized around themes selected for their high interest level. All material has been written at a sixth-grade reading level, and includes a wide variety of student activities which serve as valuable tools for guiding discussion and investigation. The series emphasizes "practical social problems" which are within the experience and concerns of urban youth. Through interesting readings, challenging activities, and classroom interaction, students are given opportunities to develop evaluative problem-solving skills. It is suggested that students using *Spectra* will be better able to "cope with city living and enjoy its rewards." Individual units can be used as supplementary material, or several booklets can be the basis of a longer course.

The unit booklets from *People and the City* (one of the three *Spectra* programs) most appropriate for legal education courses are noted above, and cover topics such as arrest, consumer rights, and crime.

SUMMARY OF LAWYER'S CRITIQUE:

The attorney felt that the legal content of the various booklets is generally accurate. He was, however, concerned that the materials which carry a 1972 copyright date do not reflect recent changes in the laws. He also suggested that while the content has universal applicability, it may not speak directly to the experiences of students in small towns or rural settings. This program examines many problems in the general sense. Assistance from local attorneys who could update the material, provide specifics, and localize the content would enhance the quality of *People and the City*.

POLICE PATROL

Developer: Todd Clark

Publisher: Simile II
1150 Silverado
La Jolla, California 92037

Availability: From publisher

Publication Date: 1973

Grade Level: 11, 12 (7-10, Adult)

Cost of Materials: Materials package, containing Coordinator's Manual, student materials, and supplementary materials: $12.50

Police Patrol is a student activity package designed to assist students in understanding the role of police and authority in our society. Primarily a series of role-playing incidents, the activities provide students with the opportunity to experience the numerous services that law enforcement officials must perform. An integral part of the role play is to actively simulate the fears and pressures that police encounter on a daily basis. A second element of the program is the "Attitude Toward Police and Authority Survey." This activity allows students to express their feelings about the police and to compare themselves with other students in a national sample. Other components of the program include field work assignments in which students explore police department and community attitudes, a set of problem situations which focus on the conflict between maintaining law and order and preserving constitutional freedoms, and several case studies which provide different views about the proper function of police. *Police Patrol* is a highly motivating activity and is appropriate for students of varying abilities and from diverse ethnic and socio-economic backgrounds. The Coordinator's Manual suggests using the materials in a variety of time sequences that may last between one and nine days in length. The activities may be used with groups of 20 to 35 participants.

CATEGORY I
Text

POLITICAL ANTHROPOLOGY

Directors:	Marion J. Rice, Professor of Social Science Education, University of Georgia Wilfrid C. Bailey, Professor of Anthropology, University of Georgia
Publisher:	Anthropology Curriculum Project University of Georgia 107 Dudley Hall Athens, Georgia 30601
Availability:	From publisher
Publication Date:	1965-1970
Grade Level:	7-9
Cost of Materials:	Classroom sets, from $30.00 to $80.00; other purchase options available

The Anthropology Curriculum Project has developed a K-12 course of study designed to teach essential concepts of anthropology. It is expected that a thorough understanding of these concepts will be useful in helping students develop productive and effective lives. All of the individual units are self-contained and are intended to be used as supplements to other programs. The units take from 20 to 25 days of classroom time to complete and are flexibly designed for easy adaptation to existing course work.

Like many programs which use anthropology as the content focus, the Georgia material emphasizes the role of law in society. One unit in particular, *Political Anthropology,* deals entirely with legal concepts. Designed for junior high school students, the unit is divided into 11 chapters. Chapter 1 deals with the bases for laws and social restrictions which are found in the values of societies. Chapter 2 focuses on the internalization of values and subsequent process of socialization which contributes to the establishment of social order. Social control is defined in the third chapter as the kinds of pressures that arise as groups seek to enforce, establish, and protect group values. Deviation from group values is examined in Chapter 4. The control of crime is studied in Chapter 5, particularly the question of whether prohibitory laws work. The next three chapters deal with laws to protect safety, health, and freedom. The interrelationships between laws and social change are studied with a focus on desegregation. The last two chapters consider the origins of law and again, the relationships between laws, social controls, and values systems.

PROBLEMS OF AMERICAN SOCIETY SERIES:

- *Civil Rights and Civil Liberties*
- *The Consumer*
- *Crime and Juvenile Delinquency*
- *Police*
- *Poverty and the Poor*
- *Prisons*
- *Riots*
- *The Slums*

Editor:	Gerald Leinwald
Publisher:	Pocket Books 630 Fifth Avenue New York, New York 10020
Availability:	From publisher
Publication Date:	1968-1972
Grade Level:	9-12 (sections are appropriate for younger students)
Cost of Materials:	Student text, $ .95 to $1.25

The paperback books in this series focus on "the most crucial dilemmas of our time." Individual volumes examine specific urban problems. The material is presented in a high interest fashion to capture the imagination of even uninvolved students. Each text is divided into two major sections; the first section contains identification of causes, analysis of the problem, descriptions of effects, and review of possible solutions. The second part contains fifteen readings which present a wide range of personal experience, official action, and debate by important eyewitnesses, writers, and political leaders. Each book also contains numerous photographs, charts, diagrams, suggestions for further reading, and questions for discussion. The books can be used as the framework for a two-week unit of study, as the intention of the material is to raise questions and to encourage further examination of issues. The books could also be used, either in whole or in part, to supplement existing programs. Those titles in the series most appropriate for legal education are noted above.

SUMMARY OF LAWYER'S CRITIQUE:

Although it was noted that these materials are quite dated and should be augmented with current developments and changes in the law, the reviewer felt the materials are accurate and realistic. For example, he stated that *Civil Rights and Civil Liberties* provides excellent "illustrations of how legal concepts are developed through court interpretations of law as times change"; *Crime and Juvenile Delinquency* is a "good survey of many complicated legal problems in criminal justice." The attorney also pointed out that

Poverty and the Poor might be more useful in suburban and rural settings as a "tool for making these students more aware of the problems of poverty in the inner city."

CATEGORY IV
Text

PROJECT BENCHMARK
Conference of California Judges

Evidence ED 118 489	*Juvenile Justice* ED 118 488
Fair Procedures ED 118 492	*Welcome to Your Courts*
Juvenile Rights ED 118 490	

Director:	Paulette S. Eanamen
Publisher:	Project Benchmark 2150 Shattuck Avenue, Room 817 Berkeley, California 94704
Availability:	From publisher
Publication Date:	1973-74
Grade Level:	9-12
Cost of Materials:	Student texts, first copy free upon request; teachers may reproduce any material for classroom use

These materials have been designed to help students become more knowledgeable about their rights in the law. Although specifically developed for California students, most of the material is adaptable to other regions. Throughout each of the booklets, the case method is used to provide high interest for students. Each booklet also provides historical background and philosophical considerations in each of the areas dealt with as well as specific laws that currently apply. Sample lessons, provided at the end of each booklet, describe procedures for student participation activities such as mock trials, simulation/games, mock juvenile hearings, and juvenile rights conventions. In addition to a section called "Notes to Teachers," these lessons provide role specifications, fact sheets, and handout material for students. Each booklet could be used as a one- to two-week unit, or selections could be used as a supplement to other materials. The format and structure of the booklets could also be adapted to other topics in legal education.

As the titles noted above indicate, the materials study court procedure, juvenile justice, evidence, and the rights of juveniles.

SUMMARY OF LAWYER'S CRITIQUE:

With the exception of *Welcome to Your Courts,* which presents a general view of California court systems and is most appropriate for use in California schools, these materials could be used in most school systems. The content is legally sound and presented in understandable language.

CATEGORY IV
Text

PUBLIC ISSUES SERIES:

The Lawsuit ED 036 545	*Rights of the Accused* ED 036 544
Moral Reasoning	*Taking a Stand* ED 036 538
Privacy	*Youth Crime and Punishment*

Harvard University Social Studies Project

Directors:	Donald M. Oliver and Fred M. Newmann
Publisher:	Xerox Education Publications Education Center Columbus, Ohio 43216
Availability:	From publisher
Publication Date:	1967-1972
Grade Level:	9-12
Cost of Materials:	Student texts, $ .50 each (minimum order, 10 books); Teacher's Guide for individual units, desk copy, and general Teacher's Guide for entire series, free with order of 10 student texts

The Harvard Social Studies Project has developed curriculum materials, teaching approaches, and evaluation devices based on the conviction that the analysis of public controversy should command primary attention in the teaching of social studies in public secondary schools. The content of these materials is designed to develop skill in conflict analysis and includes concepts from the various social science disciplines and methods of analysis. Among the topics studied are rule of law, equal protection under law, due process, human dignity, and conflict resolution. Emphasis is placed on a controlled dialogue with students. The unit books each require one to three weeks to complete, depending on the amount of discussion and student and teacher interest.

SUMMARY OF LAWYERS' CRITIQUES:

The attorneys were particularly concerned about the need for updating some of these materials, although the legal concepts were generally related as accurate "as far as it goes." *Rights of the Accused*, on the other hand, was hit rather hard. On the whole, the booklet was rated as "low, out-of-date, poorly researched or biased, and plain untrue in many factual respects."

CATEGORY IV
Text

THE RIGHT TO COUNSEL IN AMERICAN COURTS

Author:	William M. Beaney
Publisher:	Greenwood Press, Inc. 51 Riverside Avenue Westport, Connecticut 06880
Availability:	From publisher
Publication Date:	1955
Grade Level:	11-12 (13-14)
Cost of Materials:	Text, $13.50

The Right to Counsel in American Courts is a study of the meaning and scope of the right to counsel in federal and state courts under the various laws applicable to each. The text is the result of a study on whether the right to counsel is enjoyed as consistently and widely in the United States as the needs of justice require. The conclusions drawn from this investigation illustrate several inequities. Approaching the study from a historical perspective, the right to counsel in English and early American law is discussed as is the development of the sixth amendment. In addition to the analysis of the right to counsel, the text includes a practical guide to counsel, appendices, a selected bibliography, and a table of cases.

SUMMARY OF LAWYER'S CRITIQUE:

The attorney felt that *The Right to Counsel in American Courts* is useful only in an historical context. It is out-of-date and would leave the users with an incomplete and totally inaccurate understanding of the justice system unless updated and expanded.

RULES. . . (Teacher's Guide)

Developer:	Biological Sciences Curriculum Study
Publisher:	Biological Sciences Curriculum Study P.O. Box 930 Boulder, Colorado 80302
Availability:	From publisher
Publication Date:	1974
Grade Level:	7-8
Cost of Materials:	Teacher's Guide: $8.00

Rules is one of the modules that make up the Biological Sciences Curriculum Study Human Sciences Program. As stated in the Teacher's Guide, the *Rules* module was developed to answer the persistent question raised by early adolescents: "Why can't I have my own rules?" Consisting of a variety of student activities, *Rules* focuses on three basic content problem areas: (1) Is there a rule? (2) What should I do? and (3) How do rules change? Each major content section is viewed through many academic disciplines, including sociology, biology, economics, and geography. Special emphasis is placed on allowing students to explore the relationships which exist between diverse concepts of what rules are. *Rules* is especially useful for teachers who wish to focus on a conceptual, high student involvement approach.

SOCIAL STUDIES UNIT BOOKS:

Courts and the Law
Dissent and Protest
Impeachment
Know About Drugs
Liberty Under Law
The Penal System
The Police
Political Justice
The Prohibition Era
The Supreme Court
The Youth Gang

Editor:	George Pollock
Publisher:	Xerox Education Publications Education Center Columbus, Ohio 43216
Availability:	From publisher
Publication Date:	1972-73
Grade Level:	7-12
Cost of Materials:	Student texts, $ .55 each

Social Studies Unit Books are short (48 to 64 pages) presentations which use dramatic stories, games, role playing, and similar techniques to provoke thought and discussion about current issues. The units are designed to help students understand the basic principles, functions, and purposes of the legal system and the reasons for legal processes. Through examination of specific cases and class discussion, students are exposed to many aspects of the American legal system and the conflicts inherent in any democratic society. The developers suggest that as understanding of the system increases, so will willingness to work within the system to effect social change. Each unit book requires from one to three weeks of classroom study and should be considered as supplementary in nature.

Examples of the topics discussed in different units are who becomes a policeman and why, how do policemen react under stress, how do gangs start, what role does the Constitution assign to the courts, how important is precedent, what is the penal system's real purpose, what is free speech, and should free speech be more free for some than for others.

SUMMARY OF LAWYER'S CRITIQUE:

These materials were rated very high because they tend to take a broad, jurisprudential approach to the topics under consideration. It was suggested that it would be helpful to have an attorney answer pertinent questions and do whatever updating is necessary when teaching *Courts and the Law, Liberty Under Law,* and *The Supreme Court.*

CATEGORY V
Text

SOCIOLOGICAL RESOURCES FOR THE SOCIAL STUDIES

Episodes in Social Inquiry
Readings in Sociology

Director:	Project closed in 1971; former directors are Robert C. Angell and Robert A. Feldmesser
Publisher:	Allyn and Bacon, Inc. Rockleigh, New Jersey 07647
Availability:	From publisher
Publication Date:	1969-1972
Grade Level:	10-12
Cost of Materials:	*Episodes:* Sets (10 student texts and Teacher's Guide), from $6.87 *Readings:* Student texts, $2.19

Two programs have been developed by Sociological Resources for the Social Studies which contain content appropriate for legal education courses. Both programs were developed for average and above-average senior high school students and were intended to teach the validity of the scientific process of sociological inquiry.

The first program, *Episodes in Social Inquiry,* was designed to provide students with the opportunity to analyze and draw conclusions about social data (case studies, charts, graphs, and diagrams). Each of the *Episodes* can be taught in approximately two weeks. The material is designed for supplemental use, and those *Episodes* most appropriate for legal instruction are *The Incidence and Effects of Poverty in the United States; Images of People; Social Mobility in the United States; Small Group Processes; Simulating Social Conflicts; Class and Race in the United States; Cities: Where People Live and Why;* and *Delinquency.*

Readings in Sociology consist of six paperbacks that range from 200 to 250 pages each. Each book contains 20 readings selected largely from professional sociology journals and rewritten for a high school audience. There is no Teacher's Guide, nor are suggestions on time allotment offered. Individual readings within each book average 10 to 15 pages in length. The most useful readings are *Racial and Ethnic Relations; Delinquents and Criminals: Their Social World; Social Organizations;* and *Crowd and Mass Behavior.*

SUMMARY OF LAWYERS' CRITIQUES:

For the most part, the attorneys felt that these materials could not be used as primary resources for teaching comprehensively about the law. The booklets present sociological perspectives on social problems and might be used for background.

SPECIAL REPORT SERIES
This Honorable Court: The Supreme Court of the U.S.

Developer:	Associated Press
Publisher:	Guidance Associates Pleasantville, New York 10570
Availability:	From publisher
Publication Date:	1966
Grade Level:	9-12
Cost of Materials:	Audio-visual kit, containing 2 filmstrips, 2 cassettes or 33 1/3 rpm records, and Discussion Guide: $48.50

This Honorable Court is a two-part program in the Guidance Associates Special Report Series. It presents a chronological, factual history of the Court and major cases that have shaped its direction. Also included is a behind-the-scenes look at Court procedures. The Teacher's Guide provides background information, a chronology, vocabulary, questions for classroom discussion, suggested projects, a bibliography, and script of the narration. The teaching strategies employed are traditional classroom techniques. The complete audio-visual program runs approximately 40 minutes, with each part requiring 20 minutes to show.

CATEGORIES IV, V
Multi-Media

SPECIAL REPORT: THE FIGHT AGAINST CRIME

Author:	Benjamin Bycek
Publisher:	Guidance Associates Pleasantville, New York 10570
Availability:	From publisher
Publication Date:	1971
Grade Level:	7-12
Cost of Materials:	Audio-visual kit, containing 2 filmstrips, 2 cassettes or 33 1/3 rpm records, and Discussion Guide, $48.50

Special Report: The Fight Against Crime is a two-part program that examines the rising incidence of crime in America. The report investigates the causes of crime; problems in the police, court, and prison systems; and the various reform measures being considered. By providing students with substantive data on the crime issue, it is hoped that students will be encouraged to inquire further into the causes and prevention of crime. In addition to the filmstrips, questions for follow-up discussions are included, with the intent that the program will be a stimulus for further classroom and community activity. Part I of the audio-visual program requires 13 minutes to complete and Part II runs 17 minutes.

CATEGORY I, II, IV, V
Text

STREET LAW: A COURSE IN PRACTICAL LAW
National Street Law Institute

Directors:	Jason Newman and Edward O'Brien
Publisher:	West Publishing Company 170 Old Country Road Mineola, New York 11501
Availability:	From publisher
Publication Date:	1975
Grade Level:	9-12
Cost of Materials:	Student text, 1-9 copies, $5.95 each; 10-99 copies, $5.50 each; 100 or more copies, $5.00 each. Teacher's Guide, 1-9 copies, $5.95 each; 10-99 copies, $5.50 each

Street Law: A Course in Practical Law, a one-year legal education program, was developed by the National Street Law Institute under the auspices of Georgetown University. It originally was designed to be taught by law students in the District of Columbia public school system. The course content has been expanded and the material, now nationally applicable, can be taught by teachers without formal legal training. The course is initiated by an examination of the types of laws that exist, how laws are made, criminal and civil processes, how to select a lawyer, and trial procedure, as well as a brief introduction to the basic Constitutional rights and a chart on major federal agencies and their purposes. The chapters which follow deal with specific types of law: criminal law, consumer law, family law, housing law, individual rights law, and environmental law. The content is presented in a problem-solving and case study format. Some of the case studies are real, while others are hypothetical. Various types of cases are dealt with; thus, students can become familiar with everything from the small claims court to the appellate court procedure.

For each chapter in the text there are six headings in the Teacher's Guide: Instructional Objectives, Answers to Problems and Suggested Teaching Techniques, Mock Trials, Audio-Visual Aids, Bibliography, and Chapter Tests. Instructional objectives are stated in performance terms and can be used to focus the unit or to form a basis for later evaluation. The suggested teaching techniques are inquiry-oriented and include such activities as role playing (either spontaneous or planned), posing open-ended questions, dealing with Supreme Court cases in a variety of ways, field trips to legal and judicial institutions, guest speakers, and publishing a monthly *Street Law* newsletter.

CATEGORY III
Text

STUDIES IN POLITICAL SCIENCE SERIES: The United States Constitution in Perspective

Author:	Claude L. Heathcock
Publisher:	Allyn and Bacon, Inc. Rockleigh, New Jersey 07647
Availability:	From publisher
Publication Date:	1972
Grade Level:	9-12
Cost of Materials:	Student text, $3.99

The United States Constitution in Perspective is part of the *Studies in Political Science Series* and is designed for average and above-average students in grades 9 through 12. The major objective of the text is to provide content which will help students achieve a thorough understanding of the Constitution and an appreciation of the American system of government. The material can be used to form the basis of a one-semester course, or parts of the program could be used to enrich existing curricula. There is no Teacher's Guide; however, carefully-designed illustrations in the student text provide graphic summaries of complex governmental relationships. A detailed annotation of the Constitution and the Amendments is also included.

Part I traces the events leading to the drafting of the Constitution, with emphasis on an analysis of the philosophy underlying the document. Part II is biographic and contains sketches of the signers. It also deals with the conflicts which arose during the ratification process. Part III presents a carefully annotated study of the Constitution itself, emphasizing present-day applications of the various clauses. The final section of the text traces the development of the Constitution through judicial interpretation.

SUMMARY OF LAWYERS' CRITIQUES:

The United States Constitution in Perspective was given its highest marks on the historical background and biographical sections. The final section, dealing with famous Supreme Court decisions, was thought to be well done and understandable. One attorney, however, felt that not enough is said about problems which have resulted as various groups sought individual rights. "The Constitution's guaranteed liberties are portrayed as almost self-fulfilling and not requiring any continuing struggle."

THE SUPREME COURT ON RACIAL DISCRIMINATION

Editor:	Joseph Tussman
Publisher:	Oxford University Press 200 Madison Avenue New York, New York 10016
Availability:	From publisher
Publication Date:	1963
Grade Level:	11-12 (13-14)
Cost of Materials:	Out of print, June 1975

The Supreme Court on Racial Discrimination is one of a series of texts that brings together significant opinions of the Supreme Court in regard to specific legal issues. In this, the second volume of the series, the major opinions and decisions of the Court are reviewed in relation to racial discrimination in education, traveling, dining, and freedom of speech. Many of the cases are presented in their entirety and a review of the thirteenth, fourteenth, and fifteenth amendments is also included. The text would probably be most useful in courses focusing on constitutional law and civil rights.

SUMMARY OF LAWYER'S CRITIQUE:

The publication date of *The Supreme Court on Racial Discrimination* precludes it from being considered "the last word" on how the law is dealing with racial discrimination. "Literally hundreds of decisions have emerged from the courts which would have to be included in a serious consideration of this subject."

TEACHING ABOUT THE LAW

Authors: Ronald A. Gerlach and Lynn W. Lamprecht

Publisher: W. H. Anderson Publishing Company
646 Main Street
Cincinnati, Ohio 45201

Availability: From publisher

Publication Date: 1975

Grade Level: K-12

Cost of Materials: Text, $9.95

Teaching About the Law is a comprehensive teacher source book developed to assist those persons who are teaching or intending to teach a law-related course in the elementary and secondary schools. The emphasis of the book is on providing the teacher with information on resource and reference materials, as well as instructional strategies, that can be useful in teaching about the law. Following two introductory chapters that provide a rationale and a set of instructional goals for law-related education, the book discusses various teaching materials including curriculum projects, audiovisual materials, community resources, and reference works. In each category, great care has been taken to provide data on the content of the item as well as the necessary information for obtaining a particular resource.

The text also contains chapters on teaching strategies for law-related education. Included among the strategies are the case study approach, simulations, role playing, games, value clarification strategies, and evaluation exercises. Numerous examples of each technique are provided. The final two chapters of the book address the question of implementing a successful law education program and provide helpful information for the school and teacher on ways of actualizing the legal education concept in the curriculum.

CATEGORY III, IV, VI
Text

TEENAGERS AND THE LAW

Author:	John Paul Hanna
Publisher:	Ginn and Company 191 Spring Street Lexington, Massachusetts 02173
Availability:	From publisher
Publication Date:	1975
Grade Level:	7-12
Cost of Materials:	Student text, $2.73

This book is designed to offer the reader a concise introduction to the relationship between youth and the laws of American society. The chapters are organized into a question and answer format and each deals with a different aspect of the legal system. A short, general statement is presented to facilitate understanding of the basic concepts of the content. The emphasis throughout is on providing an overview of the subject. Each chapter, to be most useful, should serve as a springboard for a specific study of the students' community as it relates to the subject area.

The chapter headings indicate the scope of the content. These are: "Laws and Our Legal System," "Our Present System of Law," "Business and Property Rights," "Laws Dealing with Relations Between People," "Criminal Law: Purposes, Elements, Parties, Defenses," "Criminal Law: Crimes Against the Person and Property," "Criminal Law: Crimes Against Government, Special Laws," "Criminal Law: Punishment, Procedure, Compensation, Behavior," "Constitutional Law," "Youth Employment," "School," "Vehicles," "Juvenile Courts," "Family Law," "Civic Responsibilities," "Selective Service Laws," and "Local Ordinances and Teen Conduct."

CATEGORY I
Game/Simulation

THEY SHOOT MARBLES, DON'T THEY?

Developers: Frederick L. Goodman and Robert Parnes

Publisher: Urbex Affiliates, Inc.
474 Thurston Road
Rochester, New York 14619

Availability: From publisher

Publication Date: 1973

Grade Level: 4-Adult

Cost of Materials: Game package, containing playing board, marbles, dice, building blocks, egg timer, role buttons, paper cups, and tickets: $40.00

They Shoot Marbles, Don't They? is a game in which the players design and control a society that uses marbles as symbols of power. Originally designed as a police-community relations exercise, the focus of the simulation is on laws, law-making, and group processes. In a simulated society, students assume the roles of law-makers, citizens, and members of the police force. Each group attempts to gather as many marbles as possible through shooting and bargaining. The overall goal of the game is to "encourage experiments in rule-governed behavior, and to give people the chance to practice enforcing, interpreting, and implementing the rules under which they live." The game is flexible and encourages the use of many options and directions for successful completion. It requires about 15 minutes of preparation time and at least two and one-half hours of playing time. The simulation can accommodate up to 50 players and requires at least eight participants.

TO REASON WHY

Developer:	Special Committee on Youth Education for Citizenship American Bar Association American Bar Center 1155 East 60th Street Chicago, Illinois 60637
Publisher:	Perennial Education, Inc. 1825 Willow Road P.O. Box 236 Northfield, Illinois 60093
Availability:	From publisher
Publication Date:	1973
Grade Level:	4-12
Cost of Materials:	Audio-visual kit, containing a 16mm film: purchase price, $200.00; 3 day rental, $12.50; 1 week rental, $20.00; 1 month rental, $40.00; 3 month rental, $80.00

To Reason Why is a film designed to provide educators with an introduction to law-focused education. Appropriate for both elementary and secondary teachers, *To Reason Why* stresses a community model of legal education and demonstrates various materials and strategies which are integral components of the model. The film can be used in an inservice training program and as a means to inform and gain support from community groups, including lawyers, police, prosecutors, judges, and parents. The goal of the film is to encourage educators and community groups to consider and explore a law-related curriculum. Before such a curriculum can be implemented, the developers of *To Reason Why* believe that teachers must learn how to teach about the law and community members must understand their roles in contributing to an effective program.

CATEGORY III
Text

TRAILMARKS OF LIBERTY:
Law in a New Land
Great Cases of the Supreme Court
Vital Issues of the Constitution
Law in American Society Foundation

Director: Robert H. Ratcliffe

Publisher: Houghton-Mifflin Company
110 Tremont Street
Boston, Massachusetts 02107

Availability: From publisher

Publication Date: 1972, 1975

Grade Level: 4-5, 7-8, 11-12

Cost of Materials: Student texts, from $3.24 to $3.60; Teacher's Guides for each level, $3.12; *Decision Supplements,* from $ .72 to $1.08 each

Trailmarks of Liberty consists of three student texts: *Law in a New Land* (elementary), *Great Cases of the Supreme Court* (junior high), and *Vital Issues of the Constitution* (senior high). These materials, primarily a collection of case studies, are designed to help students clarify their feelings and attitudes toward the concepts of law and the application of these concepts within the judicial system. There is no specific time requirement for using the materials. The readings in the texts are not lengthy and can be abstracted for a specific lesson or studied together as the basis of a legal education course.

The series deals not only with the evolution of American law but also with the development of our value system. *Law in a New Land* focuses on slavery, law in the West, law in the colonies, and the processes of the judicial system as depicted in a fictional trial on the moon. The upper-level materials, *Great Cases of the Supreme Court* and *Vital Issues of the Constitution,* take an in-depth look at a wide range of court cases that have, over a period of years, tested and defined the guarantees of the Constitution. Among the issues presented are equal opportunity for women, the rights of a conscientious objector, the desegregation of a school system, and the eighteen-year-old vote. The landmark cases are often highlighted with photographs and explanatory notes clarifying vocabulary and principles of the law in question.

SUMMARY OF LAWYERS' CRITIQUES:

The attorneys found the substantive legal content of these materials to be excellent. Constitutional issues are examined through the study of

Supreme Court decisions. Thus, a complete understanding of such areas as freedom of expression, equal opportunity, due process, and so on could only be achieved by also studying more recent court cases.

CATEGORY V
Text

URBAN AMERICA SERIES:
Delinquency and Crime
Jobs and the Color Barrier
Narcotics and Drug Abuse
Police, Courts, and the Ghetto
The Poor Pay and Pay
Riots
The War on Poverty

Editor: Alan J. Barnes

Publisher: Pendulum Press, Inc.
The Academic Building
Saw Mill Road
West Haven, Connecticut 06516

Availability: From publisher

Publication Date: 1969

Grade Level: 9-12

Cost of Materials: Student texts, $ .75 each

The primary objective of the *Urban America Series* is to acquaint students with the continuing malaise of our cities. Each paperback booklet in the series presents a short, incisive description of a problem confronting the urban areas of the United States. The unique contribution of the material is the explicit attempt to place each problem in perspective by examining its relationship to the total city. The general approach to the content is one of stating the extent and dimensions of the problem, providing a brief history of its development, and suggesting alternative solutions. Case studies are often used to illustrate a point or to make the concepts more dramatic. Each booklet could be used as the basis of a one- to two-week unit or as a supplement to existing programs. No activities are provided other than the readings, nor is there a Teacher's Guide. As the subject matter indicates, the materials will be especially interesting to urban dwellers involved in the issues presented.

SUMMARY OF LAWYER'S CRITIQUE:

These materials do not focus on substantive law *per se*. Rather, the approach is on how the law can be used in the solution of various social problems. The attorney felt that, although the problems examined still persist, more recent information should be incorporated into the program.

USA SERIES:
USA--Liberty

Editor:	Kirsten E. A. Borg
Publisher:	McDougal, Littell and Company P.O. Box 1667 Evanston, Illinois 60204
Availability:	From publisher
Publication Date:	1974
Grade Level:	10-12
Cost of Materials:	Student text, $3.84; Teacher's Guide, free with purchase of 25 student texts

USA--Liberty is one of seven texts in a series that focuses on American institutions and traditions. Designed to provide the student with an understanding of the uniqueness of the American experience, the series maximizes student interest through the use of primary, secondary, fictional, and nonfictional source materials. In developing the program, special attention has been given to stimulating the non-reader and motivating students at all levels of achievement. A multidisciplinary approach is used to study the many influences which have affected the American experience. This approach provides a learning model that stresses the understanding, rather than memorization, of concepts.

Through an analysis of issues such as slavery, minority rights, and the rights of women, *USA--Liberty* examines the courts, civil liberties, and public opinion. A Teacher's Guide accompanies the text with suggestions for classroom activities, study questions, and evaluations. *USA--Liberty* may be used to supplement an existing curriculum or as the basis for a mini-course.

CATEGORIES I-VI
Text

VALUES CLARIFICATION: A HANDBOOK OF PRACTICAL STRATEGIES FOR TEACHERS AND STUDENTS

ED 069 585

Authors: Sidney B. Simon, Leland W. Howe, and Howard Kirshenbaum

Publisher: Hart Publishing Company, Inc.
712 Broadway
New York, New York 10003

Availability: From publisher and
Values Associates
c/o Adirondack Mountain Humanities Education Center
Upper Jay, New York 12987

Publication Date: 1972

Grade Level: K-Adult

Cost of Materials: Text, $4.95 (paperbound); $8.95 (hardbound)

Values Clarification: A Handbook of Practical Strategies for Teachers and Students is a manual of 79 strategies which teachers and students can use to help clarify and actualize their personal values. The values clarification approach seeks to alleviate values confusion and conflict by helping students use the processes of choosing, prizing, affirming, and acting. Each strategy embodies one or more of these valuing processes and reflects a variety of teaching techniques including small group and class discussion, written work, art work, creative tasks (songs), community activities, games and simulations, and contrived value dilemmas. There is no correct order in which to teach the strategies, although in some cases the authors recommend a particular sequence of activities. The authors describe each strategy by explaining its purpose and the teaching procedures involved. The strategies are designed for students at any age level and can be used in a variety of time sequences. The resource is useful for teachers interested in focusing on the conflicts inherent in the many issues law is called upon to mediate.

CATEGORY V
Text

VICTIMS OF JUSTICE

Authors:	Dorothe Matzner and Margaret English
Publisher:	Atheneum Publications 122 East 42nd Street New York, New York 10017
Availability:	From publisher
Publication Date:	1973
Grade Level:	11-12 (Adult)
Cost of Materials:	$10.00

Victims of Justice is an account of the indictment and subsequent trials of five persons wrongly accused of two unrelated murders in New Jersey in the late 1960s. The book, written in a high-interest, journalistic style, involves students in the dramatic story of how the criminal justice system can be abused by unscrupulous public officials. Students can investigate inequities of the system through the eyes of one of the defendants and can share her outrage at being indicted, placed under arrest, handcuffed, booked, photographed, fingerprinted, and jailed for a murder she did not commit. *Victims of Justice* might be used to complement a more traditional study of the criminal justice system and procedures. Since the authors deal almost exclusively with the feelings and attitudes of participants in the case and treat the trials in a similar manner, there is no glossary of legal terms. There is, however, a "cast of characters" for students to refer to as they make their way through this complex, unusual case.

SUMMARY OF LAWYER'S CRITIQUE:

The attorney noted that although the sections of *Victims of Justice* which deal with the trials are realistically portrayed, the case involved is not typical. The book should not, therefore, be construed as an accurate representation of the operation of the criminal justice system. "In fact, the book bolsters rather than clarifies existing misconceptions surrounding the criminal justice process. On the other hand, *Victims of Justice* might be useful to supplement other materials and to develop awareness of certain aspects of the system."

CATEGORY IV
Text

VOICES FOR JUSTICE: ROLE PLAYING IN DEMOCRATIC PROCEDURES

California, University of, at Los Angeles (Committee on Civic Education)

Directors: Richard P. Longaker and Charles N. Quigley

Publisher: Ginn and Company
191 Spring Street
Lexington, Massachusetts 02173

Availability: From publisher

Publication Date: 1976

Grade Level: 7-12

Cost of Materials: Student text, $2.83; Teacher's Guide, $3.33

Voices for Justice provides students with the opportunity to examine and participate in the decision-making processes of a democratic society. The democratic process places high value on fairness of procedure and equal representation, and the developers believe that students can best understand these concepts by applying them. The general objectives of the program include "ability to discuss the law or rules in each role-playing episode and to debate their application" and "ability to identify the values and interests the laws are designed to protect." No time limit is suggested for the material. There are eight case studies; discussion and role playing of each could take from two days to a week to complete. *Voices for Justice* may be used as a separate unit of instruction or in conjunction with other courses.

The first case study examines the conflict between authority and individual freedom. Due process of law and the rights of juveniles in court are the topics of the second case study. A public hearing before the Federal Power Commission comprises the third study, while the fourth deals with the issue of racial discrimination and equal protection under the law. Cases 5 and 6, respectively, study the practice of arbitration and collective bargaining. The issue of crime and violence on television and the function of information gathering in the decision-making process is treated in Case 7. The final case study involves students in a simulated Senate debate which highlights the conflict between limited resources and the issues of poverty and hunger.

SUMMARY OF LAWYER'S CRITIQUE:

The attorney stated that "the authors' understanding of constitutional issues is within the purview of prevailing expertise on constitutional law."

CATEGORY IV
Game/Simulation

WAR CRIMES TRIALS

Developer: David N. DalPorto

Publisher: History Simulations
P.O. Box 2775
Santa Clara, California 95051

Availability: From publisher

Publication Date: 1974

Grade Level: 9-Adult

Cost of Materials: Game booklet, $17.50

In this simulation, four individuals are on trial for war crimes--a high Nazi official, a field commander, a camp commandant, and a camp guard. Participants play the roles of judges, attorneys, defendants, and witnesses. Students examine crimes of aggression, crimes of war, and crimes against humanity, exploring the degrees of guilt against the background of Nazi Germany during World War II. The simulation is designed for 25 to 40 players and requires from 10 to 12 hours to play.

CATEGORIES I, III, IV
Multi-Media

". . . *WITH JUSTICE FOR ALL?*"

Authors:	June Tyler and JoAnne Buggey
Publisher:	EMC Corporation 180 East Sixth Street St. Paul, Minnesota 55101
Availability:	From publisher
Publication Date:	1976
Grade Level:	7-12
Cost of Materials:	Audiovisual kit, containing 4 color filmstrips, 4 cassettes, wall chart, and Teacher's Guide with duplicating masters: $79.00

". . . *With Justice for All?*" is a multimedia program designed to analyze the concept of justice by examining the federal judiciary from several perspectives. It is believed by the authors that by examining the U.S. judiciary from the perspectives of history, the Court and its decisions, the Court today, the Court in the future, students will be better prepared "to judge for themselves whether American citizens are indeed receiving justice for all." The Teacher's Guide is a comprehensive organization of all the components of the program. It is divided into six sections: an introduction, a discussion of each of the four filmstrips, and a conclusion. In addition, it suggests ways the kit can be used with students doing independent study. The Guide contains instructional objectives with a variety of evaluation methods, student activities, duplicating masters, and study guides adaptable to many levels. The program can be used to supplement American history and government courses or could form the basis of a self-contained unit of study.

CATEGORY III
Text

YOUR RIGHTS AND RESPONSIBILITIES AS AN AMERICAN CITIZEN

California, University of, at Los Angeles (Committee on Civic Education)

Directors:	Richard P. Longaker and Charles N. Quigley
Publisher:	Ginn and Company 191 Spring Street Lexington, Massachusetts 02173
Availability:	From publisher
Publication Date:	1976
Grade Level:	5-9
Cost of Materials:	Student text, \$2.83; Teacher's Guide, \$3.33

Your Rights and Responsibilities as an American Citizen was developed to provide a vehicle for thoughtful analysis and discussion of the concept of conflict as it relates to individual rights granted in the Constitution. The student text contains case studies which are divided into five units. Each unit takes from four to eight weeks to complete, depending on such variables as the grade level at which it is used, the ability level of the students, and the amount of related and supplementary activities which the teacher incorporates. The materials may be used separately or integrated into existing social studies courses.

The major unit headings are "Liberty Under Law," "Freedom of Expression," "Freedom of Religion," "Equal Protection of the Law," and "Due Process of Law." The case study method has been selected by the authors because it gives students the opportunity to deal with the realities of conflict by studying specific situations which have been significant in the development of human rights.

SUMMARY OF LAWYER'S CRITIQUE:

Your Rights and Responsibilities as an American Citizen was rated as legally reliable.

CATEGORY IV
Text

YOUTH AND THE LAW

ED 087 652

Authors:	Social Science Staff, Educational Research Council of America
Publisher:	Educational Research Council of America Rockefeller Building Cleveland, Ohio 44113
Availability:	From publisher
Publication Date:	1973
Grade Level:	7-9
Cost of Materials:	Student text, $2.00; Teacher's Guide, $3.00

Youth and the Law is a nine-week experimental unit designed for average students in grades 7 through 9. The developers believe it is imperative to introduce issues of law and personal responsibility while attitudes and habits are still being formed. A major objective of the program is to influence students in such a way that they will avoid making serious mistakes that might have a negative impact on their characters and spoil future careers. The organizational approach of the material is to explain legal concepts, use case studies to illustrate these concepts, and provide questions to guide rational analysis. In addition, a variety of activities and supplemental resources are suggested in the Teacher's Guide.

The content of the material, drawn from case studies and appropriate examples, has been carefully chosen because of its relevance to the intended audience. The offenses of shoplifting and vandalism, for example, are highlighted.

SUMMARY OF LAWYERS' CRITIQUES:

Youth and the Law was generally rated as accurate and realistic. The attorneys did note that the examples are drawn from Ohio statutes and procedures. Thus, an attorney should be consulted in order to "localize" and update the information.

RELATED RESOURCES IN THE ERIC SYSTEM

Described below are a number of journal articles and papers related to legal education. These items were identified through a computer search of the ERIC data base using the descriptor, *Law Instruction*. Both *Current Index to Journals in Education* (CIJE) and *Resources in Education* (RIE) were searched.

Only selected items from this search are included below. Readers wishing to obtain the full list of items or to obtain a computer search update of the list since January 1977 should contact the User Services Program of ERIC/ChESS, 855 Broadway, Boulder, Colorado 80302.

To obtain copies of the journal articles listed below (indicated by an EJ number preceding the title), readers should use their local library or contact the journal's main office.

Other documents (indicated by ED numbers) are available from the ERIC Document Reproduction Service (EDRS). Microfiche (MF) or paper copy (HC) of these documents can be obtained by writing EDRS, Computer Microfilm International Corporation, P.O. Box 190, Arlington, Virginia 22210. All orders must refer to the ED number and be accompanied by prepayment, including postage. Fourth-class postage for the first 60 MF or first 60 pages of HC is $0.21; each additional 60 MF or pages of HC costs an additional $0.09. One MF contains 96 document pages. For those documents that are only or also available through a publisher or other source, the ordering address and price is given.

If there is an ERIC microfiche collection in a nearby university library or school resource and service center, the reader might prefer to look over specific documents there before (or instead of) ordering from EDRS. To obtain a list of the locations of ERIC microfiche collections, write to User Services Program, ERIC/ChESS, 855 Broadway, Boulder, Colorado 80302.

Games/Simulations

EJ 078 781. "Pro Se Court: A Simulation Game." By Arlene F. Gallagher and Elliott Hartstein. *Law in American Society*. 2:2 (May 1973) 26-30.

The complexities of courtroom procedure and rule of evidence often dissuade the classroom teacher from using the mock trial strategy. The model has been designed for role playing and for focusing on the judicial decision-making process: deliberation of the issues of a case.

EJ 088 660. "Environmental Issues: A Courtroom Simulation." *Social Education*. 37:8 (December 1973) 771-75.

General and specific directions are provided for the two-week simulation activity designed to acquaint students with laws, lawsuits, courtroom activity, and their relationship to the solution of environmental questions.

EJ 095 415. "Bail or Jail: What Do you Know About Pre-Trial Release? A Classroom Simulation." *Bill of Rights Newsletter*. 8:1 (Spring 1974) 15-17.

Pre-trial release system, or Own Recognizance (O.R.), one of the most important recent changes in the criminal justice system, is the focus of a classroom simulation activity.

EJ 095 416. "Plea Bargaining: A Classroom Mock Trial." *Bill of Rights Newsletter*. 8:1 (Spring 1974) 18-20.

A mock trial activity reflects the actual practice of plea bargaining which is used to reduce the heavy load of cases in the courts.

EJ 095 417. "Passing Sentence: You Be the Judge. A Classroom Simulation." *Bill of Rights Newsletter*. 8:1 (Spring 1974) 21-23.

The problem of choosing among sentencing alternatives based on probation reports are confronted in a classroom simulation of a sentencing hearing.

EJ 095 418. "The Supreme Court: Reasonable Searches and the Exclusionary Rule." *Bill of Rights Newsletter*. 8:1 (Spring 1974) 28-30.

Three cases dealing with reasonable searches and the exclusionary evidence rule form the basis of a classroom moot court activity.

EJ 096 680. "Classroom Strategies--Guilt By Negotiation: A Simulation of Justice." By Ethan Katsch and Others. *Law in American Society.* 3:2 (May 1974) 23-28.

A simulation depicting the jury selection for a controversial trial is described.

EJ 115 011. "Substance and Procedure: A Simulation Strategy." By Shirley Lewis Baugher. *Law in American Society.* 4:1 (February 1975) 33-8.

The purpose of this simulation is to develop in students an awareness of a fundamental legal principle: that procedure is the essence of justice.

EJ 128 589. "Classroom Strategies: County of Grisby v. Aikan--A look at Jury Selection." By Mark M. Stavsky. *Law in American Society.* 4:4 (November 1975) 31-37.

A game based on a simulated plea bargaining leads to understanding of negotiation, compromise, and decision-making skills and provides information about the criminal justice process.

Directories and Bibliographies

ED 107 553. *Media: An Annotated Catalogue of Law-Related Audio-Visual Materials.* Working Notes No. 8. By Susan E. Davison. Chicago, IL: American Bar Association. Special Committee on Youth Education for Citizenship, 1975. 88 pp. EDRS Price: MF-$0.83; HC-$4.67 plus postage; available from American Bar Association, YEFC, 1155 East 60th St., Chicago, Illinois 60637 (free for single copies).

Over 400 films, filmstrips, audio cassettes, video tapes, and mixed media kits are described in this annotated catalogue of law-related materials for elementary and secondary education. The catalogue is divided into seven major content areas. Part one lists the audiovisual materials that deal with the history of the U.S. system of law, as well as its ethical and philosophical bases. The role of constitutional law in shaping the legal, political, and social order is the focus of the second part. Part three lists materials available on the Bill of Rights. The fourth section of the catalogue includes those materials appropriate to teaching about current issues, including minorities, youth, women, and environment and the law. Political process and practical law materials are listed in section five and six respectively. The last section lists materials that will be helpful to those new to the teaching of law. These materials include strategies, activities, objectives, and other useful information. Materials are listed alphabetically according to title within each section. Each listing includes information concerning the grade level, the type of materials, the distributor, the year of production, and the cost of purchase or rental. All of the materials listed in this publication were reviewed by staff. Annotations are written primarily for the benefit of educators.

ED 114 307. *Gaming: An Annotated Catalogue of Law-Related Games and Simulations*. Working Notes No. 9. By Susan E. Davison. Chicago, IL: American Bar Association. Special Committee on Youth Education for Citizenship, 1975. 39 pp. EDRS Price: MF-$0.83; HC-$2.06 plus postage; available from American Bar Association, YEFC, 1155 East 60th Street, Chicago, Illinois 60637 (free).

More than 125 simulations and games related to law are listed in one or more of six sections of this catalogue. The section categories are Basic Concepts of Law, The Constitution, The Bill of Rights, Current Issues, The Political Process, and Teacher Resources. Within each section materials are listed alphabetically according to the author's last name. Each entry includes recommended grade levels, author, title, distributor, release date, price, number of players, amount of time needed to play, and a brief annotation. At the end of the catalogue are lists of the project series contained in this book, distributors' ordering addresses, and an index.

ED 125 946. *Bibliography of Law-Related Curriculum Materials: Annotated* (Second Edition). Working Notes No. 10. By Susan E. Davison. Chicago, IL: American Bar Association. Special Committee on Youth Education for Citizenship, 1976. 123 pp. EDRS Price: MF-$0.83; HC-$6.01 plus postage; available from American Bar Association, YEFC, 115 East 60th St., Chicago, Illinois 60637 (write for price).

This annotated bibliography cites over 1,000 elementary- and secondary-level materials dealing with the philosophy, substance, and pedagogy of law-related education. It lists textbooks, curriculum kits and guides, journals and newsletters, and books that can serve as reference or supplementary materials. The bibliography is divided by topic into seven sections: (1) introduction to law: development of law, basic concepts underlying the justice system, and comparative law studies; (2) the role of the Constitution in shaping the legal, political, and social order of the United States; (3) the Bill of Rights; (4) current law-related issues in today's society such as drugs, consumerism, and taxes; (5) general handbooks of law containing legal knowledge useful to the average citizen; (6) local, state, national, and international political processes such as lobbying and campaigning; and (7) sources and concepts for teaching about law. Some sections are cross-referenced to other sections that have related content. Materials are listed alphabetically by author within each section. Each entry includes grade level, bibliographic information, and a brief annotation. Lists of series of materials, distributors and their addresses, and an index conclude the bibliography.

Other Guides and Materials

EJ 106 520. "Lesson Plans in Civic and Legal Education." By Susan W. McKay and Alita L. Letwin. *California Council for the Social Studies Review.* 14:1 (February 1974) 24-34.

Sample lesson plans integrating law-related questions into the daily curriculum of all grade levels and the use of involvement and inquiry oriented methods are presented.

ED 062 256. *Social Studies: The Law and You.* By Spero McConnell. Miami, FL: Dade County Public Schools, 1971. 43 pp. EDRS Price: MF-$0.83; HC-$2.06 plus postage.

This political studies course for grades seven through nine emphasizes the relationship between youth and law, illustrating the way law works in a democracy. Emphasis is upon students learning to appreciate the need for law and knowing their basic rights and responsibilities as American citizens. Rather than a memorizing exercise, it is an attempt at student involvement in relating law to their own experience. Arranged like other quinmester courses, it includes a broad goals section, a content outline, objectives, learning activities, and materials. Four units are: (1) Bases of Law; (2) You and the Police; (3) You and the Courts; and (4) Liberty and Justice for All. Supplementary materials include several cases for mock trials.

ED 096 215. *Student Bill of Rights and Responsibilities: Resource Book for Classroom Use.* Philadelphia, PA: Philadelphia School District, 1971. 36 pp. EDRS Price: MF-$0.83; HC-$2.06 plus postage.

This publication includes lesson plans designed to help students and teachers explore students' rights and their corresponding responsibilities to others in the school and the community. Objectives are to demonstrate that an interrelationship exists between rights and responsibilities, that the freedom of expression inherent in the Student Bill of Rights and Responsibilities and the First Amendment to the U.S. Constitution is relative rather than absolute, and that freedom of expression is a primary concern of the Student Bill. Other aims are to explore the concept of due process, to examine student attitudes and values as they relate to disruptive incidents that occur in school, and to study the balance which must be maintained between the enforcement of law and respect for the dignity of the individual. Teaching strategies include role playing, classroom discussion, debates, case studies, and slide shows. The publication includes five lesson plans which outline objectives, instructional strategies, classroom activities, a glossary of constitutional cases, and the Student Bill of Rights and Responsibilities.

ED 102 045. *A Guide for Teaching. You and the Law 1.* (A Social Studies Course for Grades 9, 10, or 12B). By Mary Scott and Arthur Polk. San Diego, CA: San Diego Schools, 1973. 172 pp. Not available from EDRS; available from San Diego City Schools, 4100 Normal Street, San Diego, California 92103. ($2.75 plus six percent sales tax for all California purchasers.)

A curriculum guide for the San Diego Unified School District is designed for secondary teachers interested in implementing a legal education program. Objectives are not only to acquaint, but also to help average students understand legal matters that will concern them for the rest of their lives. Suggested teaching activities encourage student participation in discussions, group study, panels, simulations, mock trials, research projects, and presentations. Units of study include the legal system, how the system works, the processes of criminal justice, and the processes of civil law. The guide, structured around a six-column, two-page format, includes sample instructional objectives, inquiry questions, materials and resources, strategies and activities, evaluation, and comments for each unit. Teachers are urged, however, to develop individual objectives and strategies suitable to their own circumstances. A listing of available support materials, resource organizations, and bibliographic references for both student and teacher are included.

ED 102 046. *Social Studies Unit for Multigrades 4-5 or 4-5-6: Rights and Responsibilities in a Free Society.* By G. Paul Nold. San Diego, CA: San Diego City Schools, 1972. 117 pp. EDRS Price: MF-$0.83; HC-$2.06 plus postage; available from San Diego City Schools, 4100 Normal Street, San Diego, California 92103 (Stock No. 41-S-5880; $1.75 plus six percent sales tax from California purchasers, sales limited to three copies per purchaser).

This guide outlines a social studies unit on rights and responsibilities for 4th-, 5th-, and 6th-grade students. A major objective of the unit is to teach children positive and constructive methods for resolving their conflicts within a framework of fairness to all persons concerned. The unit helps students understand why standards, rules, or laws are necessary and how they have been developed to resolve conflicts that arise between individuals and between the individual and society. The major teaching strategies used are directed discussion, small group discussion, and role playing. The five units outlined are "Sarnia: A Study of an Authoritarian and Democratic Government," "Liberty Under Law," "Freedom of Expression," "Equal Protection," and "Due Process of Law." Objectives, resource materials, and suggested class activities are provided for each unit. The appendices include the following: (1) Expanded Use of Unit Material, (2) How to Conduct a Mock Trial, (3) A Visit to the San Diego County Courthouse, (4) A Visit to the City Council, (5) Community Resource People for Classroom Visits, (6) Materials for Teaching the Sarnia Unit, (7) Suggested Reading to Supplement Civic Education Books, and (8) a list of Audio-Visual Materials.

ED 114 317. *The American Criminal Justice System: A General Survey of Our Courts, Our Police, and Our Correctional System.* By David Patterson and others. Charleston, WV: West Virginia State Department of Education, 1975. 75 pp. EDRS Price: MF-$0.83; HC-$2.06 plus postage.

This curriculum resource guide is part of an effort to provide background information for both teachers and students about the composition of the American criminal justice system. The document begins with an historical view of other cultures and other times. Chapter Two briefly looks at the American system of justice, including handling criminals and juveniles, the purpose of the courts, and the role of the correctional procedure. The next two chapters present selected issues which the criminal justice system faces as it attempts to combat crime and cooperate with local, state, and national government. These issues are presented for the purpose of highlighting the processes and procedures the system uses as it works with minorities, women, and juveniles and deals with the issue of individual rights. Following that is a chapter on the criminal justice system as viewed by the police, the courts, and the criminal. Within each chapter are organizing questions and learning activities which supplement the readings. Several appendices conclude the document, including a selected bibliography.

ED 127 310. *Values: Law-Related Education and the Elementary School Teacher.* By David T. Naylor. Washington, D.C.: National Education Association, 1976. 28 pp. EDRS Price: MF-$0.83 plus postage; HC not available from EDRS; available from NEA Publications, Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Stock No. 0708-5-00).

In many respects, law-related education is values education because it is a vehicle for confronting vital issues, for clarifying values positions, for exploring moral and ethical reasoning, and for fostering a search for effective ways to deal with or resolve contemporary value conflicts. It is clear that many elementary and secondary school teachers are becoming increasingly aware of the need for this kind of law-related education in the schools. It is also apparent that many teachers feel they lack both sufficient substantive knowledge of the law, legal issues, and legal systems, as well as the appropriate methodology for teaching law-related issues in the classroom. This pamphlet is predicated on a belief that law-related education is eminently well-suited to and needed at the elementary school level, and is a result of a desire to aid the elementary school teacher in developing appropriate classroom materials. The lessons included are intended to serve as models to illustrate a range of approaches that can be used at the elementary school level. Techniques described are: (1) checklist; (2) open-ended statement; (3) poll; (4) continuum; (5) rank order; (6) forced choice; (7) pictures/cartoons; and (8) simulation/role play. Each sample lesson should be regarded as part of a larger unit of study, and sequenced to build upon the information, judgment, insight, and skills derived from previous lessons.

Miscellaneous

ED 107 555. *Law-Related Education in America: Guidelines for the Future.* Report on the American Bar Association Special Committee on Youth Education for Citizenship. By Joel F. Henning and others. Chicago, IL: American Bar Association. Special Committee on Youth Education for Citizenship, 1975. 262 pp. EDRS Price: MF-$0.83; HC-$14.05 plus postage; available from American Bar Association, YEFC, 1155 East 60th Street, Chicago, IL 60637. (Single copies free).

This report is based upon a study of law-related education in America supported by a grant from the Law Enforcement Assistance Administration (LEAA). The study involves a national survey of law-related education projects active in elementary and secondary schools, and public and private agencies which have supported or might support such projects, including foundations and government agencies. The objectives of this study are (1) to compile and analyze information on the strengths and weaknesses of law-related education projects; (2) to compile and analyze information on the practices, procedures, and priorities of existing and potential funding sources; and (3) to issue recommended guidelines on law-related education. Chapter one of the document attempts to define law-related education; chapter two is concerned with project structure and administration; and chapter three deals with teaching and learning, providing guidelines for educational goals, teacher training, curriculum and materials development, and program evaluation. Funding is the primary concern of the fourth chapter which includes recommended guidelines. Chapter five deals with the future of law-related education. Several appendices provide a listing of program goals, analysis of the data, and a description of projects which serve as examples of the project design and educational methodology discussed in the text.

ED 121 690. *Focus on Law: Newsletter of the Center for Law-Related Education, Volume 1, Numbers 1, 2, and 3.* Cincinnati, OH: Cincinnati University, Center for Law-Related Education, 1974. 50 pp. EDRS Price: MF-$0.83; HC-$2.06 plus postage; available from Center for Law-Related Education, 635 Pharmacy Building, University of Cincinnati, Cincinnati, OH 45221 (free).

Three newsletters are combined as one document. The first newsletter contains a lesson on judicial and executive powers, with questions and relevant concepts. The lesson is based on the case study of conflict: United States v. Nixon. The second provides a classroom strategy on crime and its prevention. A teaching strategy on the topic of juvenile delinquency is presented in the third. The *Focus on Law* newsletter is published three times yearly by the Center for Law-Related Education. The center is committed to development of a comprehensive program of law-related education and began publication of this newsletter to help provide teachers with the knowledge, skills, and materials requisite to teaching about law and the legal system in their classrooms. Typical issues contain teaching strategies and information about recent court decisions, careers in law-related fields, and center activities and programs, in keeping with the center's purpose of disseminating information about law-related education throughout the community.

Authority, Responsibility, and Rulemaking: An Annotated Bibliography of Basic Law Concepts in Children's Literature for Primary Programs

by

Dr. Nancy Wyner
Wheelock College
Boston, Massachusetts

Brown, David. *Someone Always Needs a Policeman.* New York: Simon and Schuster, 1972.

This James Thurber-style collection of cartoons deals with the times someone needs a policeman. The book discusses the role of a policeperson, and includes women in this important authority role. Useful ideas and child-appropriate concerns are raised about the work police do. It would be useful prior to a visit to a police station.

De Paola, Tomi. *Strega Nona.* Englewood Cliffs, NJ: Prentice-Hall, 1975.

When Anthony's disobedience causes an endless flow of spaghetti to cover the town, Strega Nona intervenes and insists that "the punishment must fit the crime." This wonderful Italian grandmother, as a senior authority, provides a delightful solution and an amusing approach to thinking about justice.

Fassler, Joan. *The Boy With a Problem.* New York: Behavioral Publications, 1971.

A rather serious story is presented concerning a troubled little boy who tries to talk things over with adult authority figures. They don't really listen to him, but a friend does. The book presents an opportunity to talk with children about their perceptions of people in authority and the stressful experiences children have in relating to these people.

Fox, Paula. *Good Ethan.* Scarsdale, NY: Bradbury, 1973.

"Ethan, be a good boy!" is the springboard phrase for this interesting explorative story about rules authorities make and the meaning of rules to children. Though his mother's rule is absolute, Ethan finds he needs to discreetly violate it when adults won't respond to his needs. The story is a good basis for the discussion of parental rules, the notion of being a "good boy," and difficulties en route to becoming responsible and self disciplined.

Galdone, P. *The Little Red Hen.* New York: Seabury, 1973.

The little red hen has to do all the work while the cat, dog, and mouse sleep away the day. Even when asked to bake a cake, they refuse to stir! When the cake is done, however, they are most eager to help eat it, but the little red hen eats it all by herself. Illustrations are detailed and very realistic. The episode is helpful in considering group responsibilities and concern for one's friend. Self-interest and selfishness emerge as important elements in understanding group responsibility. The story also probes the relationship between helping and responsibility.

Guilfoile, Elizabeth. *Nobody Listens to Andrew*. Chicago: Follett, 1957.

Andrew's perceptions of inaccessible adults, too busy to listen or pay attention, is the central theme. When Andrew recognizes that his responsibility is to insist on being heard, the adults recognize their mistake and admit they were wrong. The ability of adults to apologize is a helpful step in resolving a child's problem with authority. The positive results borne of a rightful complaint will be appreciated.

Heide, Florence Parry. *The Shrinking of Treehorn*. New York: Holiday House, 1971.

Full of whimsy, this story functions on several levels of meaning, capturing the dilemma of a small boy's realities and the detached response of the people in authority in his world; a provocative story for children and adults. Children find this a very moving, sometimes saddening story to which they can relate. The thumbnail sketches of mother, father, teacher, and principal are excellent.

Kennedy, Richard. *The Parrot and the Thief*. Boston: Little, Brown, 1974.

A parrot tries to convince a court that he is telling the truth about a man who is both a thief and a murderer. Fairness in decision making is at issue here along with the problem of the credibility of the parrot versus the thief. It could be a good backdrop for role playing, helping children to recognize the complete problems of truth-telling, and decision making in determining justice.

Klein, Leonore. *Only One Ant*. New York: Hastings House, 1971.

The author presents a fascinating dilemma and offers four alternative conclusions to the story. A nonjudgmental approach provides children with the opportunity to resolve the problem in their own way. The issue of responsibility for the environment is central to the story, which serves as a vehicle to discuss opinions and listen to the thoughts of classmates.

Klein, Norma. *If I Had My Way*. New York: Pantheon, 1974.

A young girl's fantasies of being in charge of a world in which grownups have to obey offers children a chance to examine some of their own ideas about this "what if" situation. Reasoning about the need for positive, supportive authority could be a focus of discussion following this story.

Krasilovsky, Phyllis. *The Man Who Didn't Wash His Dishes*. New York: Doubleday, 1950.

An oldie that examines self-discipline and the obligrations and responsibilities one has to one's self, this story involves an old man struggling with the need for rules. His problem is clearly presented at a level accessible to young children.

Lionni, Leo. *Frederick*. New York: Pantheon, 1967.

All the mice are busy gathering and storing food for the winter months--all but Frederick. He sits gathering colors and sun rays for the cold, dark winter days. He gathers words. When winter comes and the mice are cold and the food runs low, Frederick tells the mice about summer colors and makes them feel warm. This beautiful picture story about differing roles and responsibilities touches on important aspects of individuality and social concern. The story is useful in guiding children to express their views and developing an understanding of group responsibilities.

Lund, Harold. *You Ought to See Herbert's House*. New York: Watts, 1973.

An imaginative, creative story touches on the fantasy world of children and the child's problem is learning limits. The mother's supportive authority is sensitively presented and enables children to think about positive ways adults help a child to learn rules.

McDermott, Gerald. *Anansi, the Spider: A Tale from the Ashanti*. New York: Holt, Rinehart and Winston, 1972.

This Ashanti folktale is about power and how people feel about those with power. Fulfilling responsibility is a second important theme conveyed in this story.

Milne, A. A. *When We Were Very Young*. Illustrated by Ernest H. Shepard. New York: Dutton, 1924.

The poem, "Lines and Squares" from this collection would be useful for opening a discussion on rules for very young children. Christopher Robin's rule is that if you step on the lines of streets, the bears will get you, so he walks in the squares. "Bad Sir Brian Botany" is a poem about false and real authority. Sir Brian, "as bold as a lion," goes around with a battle ax and boots with spurs, knocking people on the head and kicking them into ponds. One day he mislays his ax and boots. When the villagers treat him as he had treated them, he changes his mind about his behavior. "Boss" and "bully" types can be associated here. This poem might lend itself to creative writing along the theme "If you were Sir Brian..."

Potter, Beatrix. *The Tale of Peter Rabbit*. New York: Warne, 1902.

In this widely-known and tragic episode, Peter Rabbit is told not to venture near McGregor's garden. When circumstances find him there, there is a chase and narrow escape. There are many levels of meaning to pursue, but most importantly, the story provides a vehicle for children to talk about and compare these experiences with incidents in their own lives. Consider the rule, "Don't go near McGregor's garden!" Did Peter intend to break the rule? Was the rule a necessary one? Did Peter need someone's help in keeping the rule? The story touches on the problems many children have in meeting adult expectations and of being judged as "bad" or "naughty" when they really intend to follow the rules.

Schlein, Miriam. *The Way Mothers Are*. Chicago: Albert Whitman, 1963.

This rather sentimental story addresses an important childhood concern: "Will my mother love me if I'm naughty?" The kitten questions his mother (the authority figure) and receives the reassuring response, "I love you no matter what because you are mine." This becomes the basis for later thoughts about breaking rules, supportive understanding of authorities, and the importance of finding nonpunitive ways to set limits and discipline youngsters.

Seuss, Dr. *The Cat in the Hat.* New York: Random House, 1957.

Absence of authority in this story leads to reasoning about why we need authority. Two children are alone and bored on a rainy day, when the Cat in the Hat appears and asks to come in. "Sally and I" don't know what to do since their mother is away. Their goldfish warns them not to let the cat in. The cat, however, is very persuasive and bold, and in he comes. He also brings Thing One and Thing Two, and bedlam reigns, stopped only when the little boy finally acts, capturing the Things with his butterfly net. The cat helps to clean up the mess, so when the mother returns all is quiet. Fear and fantasy are blended here. Children might discuss why "Sally and I" were fearful of their mother's return.

Seuss, Dr. *Yertle the Turtle.* New York: Random House, 1958.

A very simple, almost folklore story illustrates the misuse of authority and shows how authority depends upon consent of the governed. Yertle the Turle King makes a pile of all the other turtles so that he can see, and thereby rule over, the world outside his pond. He insists that the other turtles remain in the pile even when they complain of hunger and pain. Children are very fond of this tale and the issues it raises regarding fairness and the misuse of power by authorities.

Udry, May. *Let's Be Enemies.* New York: Harper Brothers, 1961.

"Being Boss" almost destroys a great friendship. In a struggle for power, these two friends learn about mutual respect and the responsibilities of friendship. It is an excellent story that communicates complex ideas in a simple way.

Winn, Marie. *Shiver, Gobble, and Snore.* New York: Simon and Schuster, 1972.

Shiver, Gobble, and Snore are three fanciful types whose plight with an abusive king leads them to a land where there are no laws. It is then that they begin to discover why people need laws. The story provides a delightful base for early conceptualizing about the reasons for rules and what rules/laws do in helping people live together.

INTEGRATING LAW EDUCATION INTO LANGUAGE ARTS: A MODULE

A Practical Means for Accelerating the Infusion of Law Education into Elementary Programs

by

Dr. Nancy Wyner
Assistant Professor
Wheelock College
Boston, Massachusetts

Children's literature provides a familiar, natural resource for teachers and students to study law concepts. While there are films and filmstrips in increasing numbers available to support law education activities, there is a largely unacknowledged, abundant resource in our classroom, school, and community libraries that can provide plenty of stimulation and interest in learning about the law.

This module focuses on the following three objectives:

1) building an awareness of the need and potential for integrating law education into the curriculum, specifically language arts;
2) identifying an initial set of children's stories that employ law-centered themes and clarify basic law concepts; and
3) reviewing strategies for helping children think about and understand such concepts as conflict, power, authority, and the need for rules and to apply what they learn to situations in their own lives.

Some Applications in Teacher Education

- Students/participants are asked to bring to class three or four children's stories that deal with key legal issues: authority, justice, fairness, property, power. They are asked to: (1) write a brief annotation of each story, (2) share copies with classmates, and (3) discuss/brainstorm instructional activities using the story themes.
- Provide students with a brief set of annotations to serve as prototypes, asking them to expand on this preliminary list.
- Discuss/brainstorm instructional strategies that encourage teachers to:

1) use the legal emphases in children's literature as a springboard for sharing viewpoints and reasoning about law issues, without necessarily pressing the students to conclude or agree about the resolution or fairness of the episodes;
2) recognize that children's stories provide an opportunity for children to risk comparing their own attitudes and values with those of the authors and their classmates;
3) support and encourage the child's movement toward social concern, the sense of the other person.

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Greenhaven	*American Justice: Is America a Just Society?* *America's Prisons* *Crime and Criminals*
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Oxford Book Co.	*Youth and the Law*
Oxford University Press	*Judicial Process* *Justices and Presidents: A Political History of the Appointments to the Supreme Court* *The Supreme Court on Racial Discrimination*
Pendulum Press	*Urban America Series* *Delinquency and Crime* *The Ghetto Family* *Health and the Poor* *Jobs and the Color Barrier* *Narcotics and Drug Abuse* *Police, Courts and the Ghetto* *The Poor Pay and Pay* *Riots* *Venereal Disease* *The War on Poverty*
Pflaum/Standard (Cebco Pflaum Publishing)	*Dimensions of Personality*
Pocket Books/Washington Square Press	*The Jury Returns* *Problems of American Society* *Civil Rights and Civil Liberties* *The Consumer* *Crime and Juvenile Delinquency* *Police* *Poverty and the Poor* *Prisons* *Riots* *The Slums*
Praeger	*Crime and Criminalization* *Politics and Crime*
Prentice-Hall	*Inquiry into Crucial American Problems* *Law and the American Future* *Law Enforcement and Introduction to Law Enforcement in the Criminal Justice System*
Public Affairs Committee	*The Child and the Law: Helping the Status Offender*

Ramah Bilingual Education Project	*A Bicultural Approach to Legal Education for Navajo Children*
Random House	*Clarence Earl Gideon and the Supreme Court* *Defending the Environment: A Handbook for Citizen Action* *Disobedience and Democracy* *Sexist Justice*
San Diego City Schools	*Rights and Responsibilities in a Free Society: Social Studies Unit for Multilevel Grades 4-5-6 or 4-5* *You and the Law: A Guide for Teaching*
Scholastic	*American Citizenship Program* *Law: You, the Police, and Justice*
Sandra Schurr Publications	*Law and You*
Science Research Associates	*Our Working World*
Scott, Foresman	*Our Bill of Rights* *The Social Setting of Intolerance* *Spectra Program*
Seabury Press	*Juvenile Justice*
Social Issues Resources Series,	*Social Issues Resources Series* *Privacy* *Corrections* *Crime*
South Dakota University	*Towards a Better Understanding of the Law*
St. Cloud State College	*The Economics of Crime: A Teaching Unit for Grades 7-12*
Vintage	*Disobedience and Democracy*
Washburn University	*Law in Education*
West Publishing Company	*Law in Action* *Street Law*
West Virginia State Department of Education	*The American Criminal Justice System: A General Survey of Our Courts, Our Police, and Our Correctional System*
Wisconsin Bar Association	*Inquiry*
Xerox Education	*Harvard Social Studies Program: Public Issues Series* *Drugs in Your Life* *Drugs in Our Streets* *The Lawsuit* *Moral Reasoning* *Privacy* *Rights of the Accused* *Social Action* *Taking a Stand*

Xerox	*Courts and the Law* *Dissent and Protest* *Liberty Under Law* *The Penal System* *The Police* *The Supreme Court* *The Youth Gang*

Teacher Resource Materials

American Bar Association	*Attorney's Sourcebook* *Bibliography of Law-Related Curriculum Materials* *Directory of Law-Related Educational Activities* *Gaming: An Annotated Catalogue of Law-Related Games and Simulations* *A Layman's Handbook of Court Procedures: Legal Education with a Glossary of Legal Terminology* *Liberty Under Law: Anarchy, Totalitarianism, This is the Choice* *Media* *Standards Relating to Criminal Justice* *Teaching Teachers About Law* *The $ $ Game* *These Inalienable Rights*
Anderson Company, W. H.	*Changing Adolescent Attitudes Toward Police* *Constitutional Law for Police* *Criminal Justice Text Series: The Juvenile Offender and the Law* *Teaching About the Law*
Bantam Books	*Black American Studies, Teachers Guide*
Barron Educational Service	*Law Dictionary*
Benziger	*The Bill of Rights: A Handbook for Teachers* *The Bill of Rights: A Sourcebook for Teachers*
Biological Sciences Curriculum Study	*Rules*
Colorado Legal Education Program	*The Handbook of Legal Education Materials*
Constitutional Rights Foundation	*Bill of Rights Newsletters* *Education for Participation* *Youth and the Administration of Justice*
Court Practices Institute	*Trial Diplomacy*
Goodyear	*Law Enforcement and Criminal Justice*
Hart	*Values Clarification: A Handbook of Practical Strategies for Students and Teachers*
Harvard Educational Review	*The Rights of Children*

International Association of Police Chiefs	*Changes in Role Concepts of Police Officers*
Maryland Bar Association	*Involvement (elementary)* *Involvement (secondary)*
National Advisory Committee on Criminal Justice Standards and Goals	*Community Crime Prevention* *Corrections* *Courts* *Criminal Justice System* *A National Strategy to Reduce Crime* *Police*
National Education Assoc.	*Values: Law Related Education and the Elementary School Teacher*
President's Commission on Law Enforcement and Administration of Justice	*Crime and Its Impact: An Assessment* *The Police*
Weekly Law Digest	numerous materials
West Publishing Company	*Law Dictionary for Non-Lawyers*

Media Kits and Filmstrips

BFA Educational Media	*Are You Liable?* *Concepts in American Government* *If the Police Stop You...* *Justice Without a Jury* *The Law and Your Work* *Our Constitutional Rights: Landmark Supreme Court Decisions* *Read Before Signing...* *Rights and Responsibilities* *Usable Law Program* *When I Get to be 18!*
Channing L. Bete	*About the Constitution* *About Law* *30 Ways You Can Prevent Crime* *What Everyone Should Know About Shoplifting*
CBS	*Justice in America: Some Are More Equal Than Others*
Center for Humanities	*Law and Justice: Man's Search for Social Order, Parts I and II*
Changing Times	*Consumer Law* *Justice in the Marketplace* *Let's Go Shopping* *Typical Gyps and Frauds*
Coronet Instructional Media	*The Teenager and the Police: Conflict and Paradox*
Correctional Service of Minnesota	*America's Prisons* *A Search for Justice*
Current Affairs Films	*Privacy Under Attack* *The U.S. Constitution Confronts the Test of Time*

Denoyer-Geppert	*Do We Really Have Freedom of the Press?*
	I Had No Choice but to Obey: The War Crimes Controversy
Disney	*The Machinery of Justice*
Doubleday	*Consumer Education Series: The Law and Your Pocketbook*
	The Election Process
	Landmark Decisions of the Supreme Court
	Youth and the Law
Education Development Center	*Children's Tracks*
Educational Dimensions	*Consumer Education*
EMC Corporation	*With Justice for All*
Encyclopaedia Britannica Educational Corporation	*The American Consumer*
	The Consumer and the Law
	The Consumer and Regulatory Agencies
	The Consumer and Special Interest Groups
	The American Presidency Kit:
	The President as Administrator in Chief
	The President as Legislator in Chief
	Presidential Styles
	Government and You
	The Presidency
	The Congress
	The Federal Courts
	State Government
	Local and Municipal Governments
	Law and Society Kit:
	Law and Lawmakers
	Law and Crime
	Law and the Environment
	Law and the Contract
	Law and Youth
	Our Living Bill of Rights Series
	Equality Under Law: The California Fair Housing Cases
	Equality Under Law: The Lost Generation of Prince Edward County
	Freedom to Speak: The People of New York vs. Irving Feiner
	Free Press vs. Fair Trial by Jury: The Sheppard Case
	Justice Under Law: The Gideon Case
	The Schempp Case: Bible Reading in Public Schools
	The United States Supreme Court: Guardian of the Constitution
	Values: Right or Wrong? Series
	Why Rules?
	What is Responsibility?
	What is Honesty?
	Why Play Fair?

Encyclopaedia Britannica (cont.)	*What is Yours, What is Mine?* *What is Appreciating Others?*
Greenhaven	*American Values*
Guidance Associates	*Civil Liberties Series: Contemporary Case Studies* *A Controversial Film* *Juvenile Thief* *Marijuana Possession* *Open Housing* *Pregnancy in High School* *The Student Press* *The Fight Against Crime* *The Fight for Our Rights: Set One* *The Fight for Our Rights: Set Two* *First Things: Values* *This Honorable Court: The Supreme Court of the U.S.* *Law in a Democracy: Consequences for the Convicted* *Law in a Democracy: The Criminal Court* *Law in a Democracy: Enforcing the Law* *Law in a Democracy: Exploring the Limits of Law* *Law in a Democracy: Shaping the Law* *Money Well Spent* *Privacy: Reexamining a Basic Right* *Relationships and Values Series Dealing with Authority* *Themes in Literature: Conscience and the Law* *Values in a Democracy:* *Legal Issues: What's Right?* *Local Issues: What's Right?* *National Issues: What's Right?*
Indiana University	*Free Press/Fair Trial*
Justice Publications	*Justice Poster Sets*
Learning Corporation of America	*Basic Concepts Social Studies* *Why We Have Laws* *Why We Have Taxes*
Charles E. Merrill	*Foundations of Justice* *In Search of Justice*
Motivational Media	*Hassles and Hangups*
Multi-Media Productions	*The American Jury: Privilege and Duty* *American Prisons: Rehabilitation or Revenge?* *Freedom of the Press or License to Libel?* *Gun Control or Prescription for Dictatorship?* *How Can We Improve Police-Community Relations?* *Prohibition: Can Morality Be Legislated?* *The Supreme Court--Interpreter or Lawmaker?*

National Career Consultants	*The Fascinating World of Law* *The Fascinating World of Law Enforcement*
National Education Association	*It's Your Right: The Law Says*
National Educational TV	*The Loren Watson Case*
Newsweek	*Freedom and the Law* *Justice* *Politics of Change*
The New York Times	*Crime and Justice* *The Wheels of Justice*
Pathescope	*Careers in Law Enforcement* *The Constitution--A Living Document* *Crime: Everybody's Problem* *Justice and the Law* *Law and Justice for Intermediate Grades* *People at Work: Enforcing the Law: Let's Find Out* *The Police and the Community* *Protest: Breaking Laws to Change Laws*
Perrenial Education	*To Reason Why*
Prentice-Hall Media	*At Issue: Crime and Punishment* *At Issue: Dissent* *At Issue: Invasion of Privacy* *At Issue: Student Rights* *At Issue: Youth and the Constitution* *CIA* *The Fight for Our Rights* *Freedom of the Press* *Freedom of Religion* *Freedom of Speech* *The Right to Counsel* *The Right to Go to School* *The Right to Vote* *Origins of the Constitution: The Struggle for Consensus* *Our Courts: The Cost of Justice* *Our Right to Privacy* *Shoplifting* *Violence and Vandalism in Our Schools*
Warren Schloat Productions (Prentice-Hall Media)	*Careers in Law Enforcement* *The Fight for Our Rights* *The Justice Game* *Law and Order: Values in Crisis* *The Punishment Fits the Crime*
Screen Education Enterprises	*Civil Court* *Criminal Court* *Law and Justice in the U.S.*
Sandra Schurr Publications	*Mini Units Jumbo Activity Cards: File Folder Activity Sets*
SVE Educational Filmstrips	*Citizenship Adventures of the Lollipop Dragon*

SVE Educational Filmstrips (cont.)	*Freedom: What It's All About* *Rules We Live By*
Teacher Resource Films	*Crime and Justice* *Constitutional Crises and Confrontations*
United States Committee for UNICEF	*Rights of the Child*
Xerox Education	*The Constitution: One Nation or Thirteen* *Fundamental Freedoms Program* *Fair Trial* *Free Speech and Press* *The Right to Bear Arms* *Search and Seizure* *Juveniles and the Law* *Youth, Crime, and Punishment*
Zipporah	*Juvenile Court* *Law and Order*

Games and Simulations

ABT	*Innocent Until* *Raid*
Academic Games	*Nine Men Plus*
Paul S. Amidon	*Bill of Rights* *The Tyranny of Civil Disobedience*
Benziger	*The Justice Game*
Constitutional Rights Foundation	*High School* *Integration: The First Year* *Jury Game* *Kids in Crisis* *Liberation* *New School Game*
Edu Games	*Dissent and Protest: The Montgomery Bus Boycott* *First Amendment Freedoms* *The Trial of Harry S. Truman: Crimes Against Humanity*
Ginn	*Ninth Justice*
Glencoe	*The Justice Game*
Greenhaven	*Planning Tomorrow's Prisons* *Preventing Crime and Violence* *Protecting Minority Rights*
History Simulations	*The Haymarket Case* *War Crimes Trials*
Interact	*Constitution* *Espionage: A Simulation of the Rosenberg's Trial of 1951*

Interact (cont.)	*Juris: An Interaction Unit Introducing Contracts, Torts, Juvenile and Criminal Law* *Moot* *Nuremberg* *Rip-off: A Simulation of Teenage Theft and the Juvenile Hearing Process*
Lutheran Social Service	*The Game of Ethics*
Pennant Education	*Can of Squirms*
Research Analysis Corp.	*Concept of a Juvenile Delinquency Game*
Harley L. Sachs	*Police State*
Simile II	*Plea Bargaining* *Police Patrol*
Social Action Office for Drug Abuse Prevention, Executive Office of the President	*Drug Education*
Three M Corporation	*Point of Law*
James Vail	*The Jurisprudence Game*
Zenger	*The Jury Game*